

**COMMUNITY PARTICIPATION FOR IMPROVING
ACCESS IN PRIMARY EDUCATION: THE CASE OF
HADIYA ZONE/SNNPRS**

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**BY:
NEGASH DIGGA**



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Addis Ababa University
School of Graduate

Community Participation for Improving
Access in Primary Education: the Case
of Hadiya Zone /SNNPR

By:

Negash Digga

Approved by Board of Examiners

Abdulaziz Hussien

Chairman, Department of
Graduate Committee



Signature

Aalewold Emile (asst. prof)

Advisor

[Signature] 10, 2007

Signature

Abdulaziz Hussien

Internal Examiner

[Signature]

Signature

Habteab W. Berma

External Examiner

[Signature]

Signature



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ACRONYMS AND ABBREVIATIONS

ADB	African Development Bank.
BESO	Basic Education System Objective
BRAC	Bangladesh Rural Advancement Committee
EFA	Education for all
ESDP	Education Sector Development Program
ETP	Education Training Policy
GER	Gross Enrollment Ratio
KETB	Kebele Education and Training Board
MDG	Millinium Development Goal.
MOE	Ministry of Education
MOFED	Ministry of Finance and Economy Development
NGO	Non-Government Organization
PMAC	Provisional Military Administrative Council
PTA	Parent Teacher Association
REB	Regional Education Bureau
SNNPR	South Nations, Nationalities and Peoples Region
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International for Children Education Fund
WETB	Woreda Education and Training Board

ABSTRACT

The main objective of this study was to investigate the status of community participation in improving access in education with particular reference to the primary education of Hadiya Zone/SNNPR.

To conduct the research a descriptive survey type of the research method was employed. Using the purposive sampling technique, four woredas were selected from the zone administration. This technique was used for the convenience of access to areas. KETB, WETB members and zone education department management members were used as source of data in the study. Questionnaire, interview and document analysis were used to collect the necessary data. Data obtained through questionnaires were quantitatively described, interpreted and analyzed through percentage while information obtained through interview was qualitatively described to support quantitative data.

As the findings of the study indicated that: The majority of the local community contributes different inputs to schools, KETB and WETB members do not always discuss with the local community in promoting and enhancing education access, lack of awareness of community in participation, lack of communication transparency between the concerned bodies and community, participation level of KETB and WETB members in school activities are not very high.

Therefore, to solve the problems in each levels, the authority in zone and Woreda levels have to follow up and provide technical and administrative support for the community in general and boards in particular.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education is a corner stone of economic and social development. It is significant in improving the production capacity of societies and their political, economic and scientific institutions. It also helps reduce poverty by mitigating its effects on population, health and nutrition and by increasing the value and efficiency of the labor offered by the poor. As economies world wide are transformed by technological advances and new methods of production that depend on a well-trained and intellectually flexible labor force, education becomes even more significant (Lockheed and Verpoor, 1991:1). In this regard, primary education plays a basic role in increasing the productivity of citizens in all sectors of the economy.

Primary education has two main purposes: producing a literate population that can deal with problems encountered in life and serving as a foundation on which further education is built. However, in many countries, particularly in the developing world educational systems are unable to meet their objectives satisfactorily. This is because of the fact that they do not teach children already in school the core skills contained in their national curriculum; and also they do not provide all school-age children, particularly girls, with the opportunity to attend school. As a result, these primary educational systems are ineffective in these ways and national efforts to build a base of human capital for development become fruitless (Lockheed and Verspoor, 1991:1-2). Certain corrective measures should be taken to address these short comings. First, primary education should give priority to increasing children's learning in school so that most students master the learning elements as specified in the curriculum and complete the primary cycle. Second, access to school must be provided for all school-age children. Otherwise, development opportunities will be lost when a large fraction of the school-age population has no access to schooling (Lockheed and Verspoor, 1991: 2-3).

When we consider the present situation or reality about primary education in Ethiopia, there is yet much to be done. In quantitative terms Ethiopia is still one of the countries with low number of

schools. As a result, there is a wide gap between school-age population and the number of children who are actually attending school (MOE, 2002: 9).

According to education statistics Annual abstract (MOE, 2005/06), at the national level the primary school (grades 1-8) age population was estimated to be 14, 753, 159 while total enrollment in the regular and evening programs was 12, 657, 342. As a result the primary GER at national level has become 85.8% by gender 78.5% for girls and 92.9% for boys. This is low comparing to some African countries which have achieved primary enrollment rates of 90% or more (EFA, 2000: 1). Ethiopia is trying to expand access rapidly on one hand and to improve the quality on the other hand. But, the problems related to access, quality, equity and relevance are still standing.

On the other hand, 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 Ramseers (1958: 150) wrote the implementation of the school program with out 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 administration 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).

In Kenya for example, schools are governed by school communities, Mark, Bray (1988: 32) pointed as:

The committee may arrange money collections amongst parents to provide for building materials and it has to account for the funds raised and used, further, it has to keep parents informed about school affairs arrange for parents' visiting days and parents/ teachers meeting's and also keep the head master and teachers informed of the parents' views of how the school is being run.

When we look in to the support of parents and the community to schools, it is usually contributing additional resources such as financial, materials and labor contributions. But, involvements in terms of consultation, management, or control is lacking. And also participating in the diagnosis of needs, in the development and implementation of school policies, the design of education content, or the delivery or evaluation of such content- is usually seriously constrained.

This indicates that the people need to organize, and mobilize resources and complement the effort of the government in their respective areas in order to achieve a better life.

All these show how an attention should be given for community participation for improving access in primary education. With this understanding, the researcher was initiated to investigate the issue further with the purpose of examining the effects of some of KETB, WETB members and community related characteristics in effective community participation in educational access.

1.2 Statement of the Problem

Researchers like (Friedman, 1984: 1; Bray, 1986: 167; and Bray; 1987: 15) noted that, community participation alone possesses inefficient resources to provide primary to citizens are enormous. First and foremost providing such education for more people costs more money that is schools have to be built, teachers have to be trained, be furnished with the necessary facilities, school-age population have to be enrolled, etc.

Thus, this study will identify specific ways to improve community participation for improving be gathered from KETB and WETB members of sample Woredas and schools of Hadiya zone/ SNNPR.

In view of the issues so far discussed, the over all objective of this research is to analyze critically community's participation for improving access to primary education in Hadiya Zone.

In more concrete terms, the specific objectives of this study are:

- To explore the level and type of community participation in primary education at the zonal level.
- To find out, how community participates in primary level in order to improve access in education
- To find out major factors that affect community participation in the area under study.
- To suggest possible solutions for the problems encountered during its participation.

In order to achieve these purposes, the researcher has formulated the following research questions:

1. What are the types and levels of community participation in primary schools?
2. How did community participation enhance improved access to education in primary schools?
3. What factors are affecting community participation in these primary schools?

1.3 Significance of the Study

This study may be useful from the point of view of developing alternative solutions and strategies in dealing with problems that may negatively affect of improving access in community participation in primary education.

Therefore, it is significant:

- To the schools in that it helps them by finding the causes of or poor community participation and suggesting possible solutions. The findings suggest means of getting utmost contribution from the community.
- To the communities in enabling them 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 and community. It also enables them to improve their children's learning and expanding schools in the locality.
- To the government in that the results suggest how to create community awareness and sense of ownership towards involving in school affairs and sharing cost of education.
- It also lays a base for interested individuals or organizations for further study in the field/area.

In general, the study enables the authorities, the community and the schools to evaluate the status of school-community relationship and strive for better performance and to enhance access in education.

1.4 Delimitation of the Study

The major intention of this study was to investigate the status of community participation for improving access in primary education of Hadiya zone /SNNPR. The study was delimited to four woredas and twenty primary schools from zone administration. The study was also delimited only the government primary schools.

1.5 Limitation of the Study

One of the major limitations of the researcher is that some respondents were not willing to filling to fill out and return the questionnaire on the very expected time.

The second limitation that the researcher can state is that some of the zone and woreda education officials were engaged in various meetings and it was not possible to get them easily for an interview. But, going until their homes, the researcher attempted to make the study as complete as possible.

1.6 Definition of Key Terms

For the purpose of clarity and consistency in the study, the following terms carry the respective definitions given below.

Community: people who live in a geographic or catchment's 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.

Community Participation: Active involvement of the community in school activities in different forms. In this study community participation and community involvement are used interchangeably.

Kebele Education and Training Board: A board whose members are drawn from local councils, school directors, parent-teachers associations, women and youth associations and teachers' associations' representatives. The board is responsible among other things to over see the well functioning of the school, to endorse the school's budget, to over see the promotion of teachers, to coordinate parents, teachers, and students' relation and educational activities (MOE, 2002: 24)

Non government organization: Non-profit entities that provide service to members or client groups; and they include grassroots organizations, such as community groups, religious organizations, associations, cooperatives and private development organization (Webb and et al., 1995:8).

Parent: Means a person who has a member of family learning in government or public school (PMAC, 1984: 120).

Primary Education: Is education, which is given for eight years duration, offering basic and general primary education to prepare students for further general and training (TGE, 1994: 4).

Woreda Education and Training Board: A management board whose members are drawn from the KETB members, woreda teachers' women and youth associations and educational professionals with the purpose of mainly overseeing that education in their respective Woreda is given qualitatively and equitably; supervising that manpower, finance and facilities allocated to the Woreda are properly utilized; developing and implementing various programs in order to strengthen education and training in the Woreda; see to it that formal and non-formal education and training are widely given in an integrated way (MOE, 2002: 20).

Woreda: Refers to administrative sub division of a zone.

Zone: in Ethiopian context, refers to administrative subdivision of the Federal Government established to supervise and manage Woredas and schools found in the zone.

1.7 Organization of the Study

This thesis comprises five chapters. The first chapter deals with the problem and its approach which includes the background of the study, statement of the problem, significance of the study, delimitation and limitation of the study, and definition of key terms. The second chapter review of related literature. The third chapter presents research design and methodology of the study. The fourth deals with the presentation and analysis of the data. Summary, conclusions and recommendations are presented as the fifth chapter. In addition to these, bibliography, sample questionnaires, interviews and appendices are attached to the part of the thesis.

CHAPTER TWO

2. Review of Related Literature

This chapter will review the literature on community participation in education with a particular emphasis on improving access to primary schools/Education.

2.1 What is Community Participation in Education?

The word community participation is a concept with two components, community and participation. The word community could have different meanings in different contexts. For the purpose of this study, community is defined as a concept comprising of group of people living in the same area and sharing the same values and organizations; a group of people sharing the same basic interests at any given time; and a group of people targeted for interventions (Hailmichele (1996:) quoted in Gebre Kidan (2001:18).

According to Bray (1987: 11), a community can be defined as a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other, hold at least some common values, and share an identity. He also defined community as, a geographic community refers to all individuals living in a village, rural district or urban suburb; ethnic, racial and religions groups within a wider society; source communities sub-divide themselves by sex and age for particular purpose (males and females, children, youths, middle aged and elderly); and also community can be defined according to their occupations (commercial companies, universities and mission run schools, etc.).

Generally, when it is said community in education particularly, it is referring to students, teachers, parents, and residents of the local community.

To sum up, when it is said community in education; it is referring to students, teachers, parents, and residents of the locality in general.

With regarding to participation, as stated (Paulos, 2004: 74) participation has many meanings and may be a means or an end, but in reality, it is usually both. Involving people in order to increase awareness, empower, build capacity, or expand rights and duties may be an end in itself, but it may also function as an instrumental means for accomplishing a specific task or a tool for others to ensure that what they want is accomplished. In other words, participation is the active involvement

of the community in real decision making. Community participation is, therefore a social process by which specific groups of people living in a defined geographical area actively pursue identification of their needs and make decisions and work together to meet their shared needs.

Emphasizing the importance of participation in primary education, UNICEF, (1982: 6) states that the involvement of parents and the community is crucial. It is crucial not only in terms of necessary ownership of the programme and but also for its indispensable accountability at the local level. The true participation is to create and grant authority to local planning and management structures that lead to community ownership of the programme.

In addition Shaeffer (1994:15) also noted that the concept of participation as active participation comprises of the idea of strengthening the power of the local people to take the initiative in the decision of formulating and implementing activities and programmes pertaining to their own affairs. Participation in this connection recognizes that the people at the grassroots level can be creators and fruitful partners in development. Encouraging active participation in this case means instituting a partnership and relationship among the various agents of development, especially between beneficiaries and those intervening from the out side.

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). To support this point, Ayalew (1991:11) has written that 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 work together.

When there is mutual understanding and concern about each other between schools and communities, the education of children improves. As Fullan (1992:27) wrote, the closer the parent to the education of the child is, the greater the impact it has on child development and educational achievement. 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 into a 'great' one (Poston, Stone and Muther, 1992:2). If schools and communities are interlinked with each other, can bring about changes in schools.

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 UNICEF (1986: 1) states that, for greater clarification several different degrees (levels) of participation in development can be described as: involvement through the more use of a service, money, materials and labor, parents' meetings at school, involvement through consultation on a particular issue, participation in the delivery of a service, participation in real decision making at every stage such as identification of problems; the study of feasibility, planning; implementation and evaluation.

In the case of Ethiopia, taking community participation as one of its strategies that should be used in achieving the envisaged education goals, the country puts the following possible organizational structures in its ESDP implementation manual (ESDP, 1998:45-46). One is the existing village level organizations such as village development committee, a church group, a functional literacy class and NGO's already involved in community organizations which could be used to promote school learning activities. Another useful structure is the school committee involving members of the school administration, representatives of Kebeles or Woreda Education and Training Boards, teachers and community members who have contributed significantly to the development of education in general and to the schools in particular. The Woreda education Board is responsible for the over all guidance and supervision of education in the Woreda. Other local organizations such as women's associations, youth associations and others established at Woreda levels could be involved in affairs like increasing girls' enrollment, improving quality of education and promoting sharing of experience with Woredas and zones.

As stated in (ESDP- III, 2005:20-21) that, communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs are active in raising the awareness of the general community on the benefits of education and in encouraging parents to send their children to school so as to

increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTAs are involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired.

To generalize, communities that are closely involved with their schools think of the school as belonging to them and make it part of their lives.

2.2 The Rationale for Community Participation

In most third world countries, according to Friedman (1984:1); Bray (1986:167); and Bray (1987:15), community participation is imperative when the governments, or the community alone, possess inefficient resources to provide primary education.

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 the schools and the community work together, they develop mutual understanding which brings about the benefit to the two parties. As community comes to school and take the role in school programmes, 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 Dall, 1995:110). This implies that the more attachment of schools to the communities, the more confidence one party develops on the other.

According to Shaeffer (1991) in McDonough and Wheeler, (1998:10) stated as increased community participation in schools has remarkable results. It makes schools more relevance 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. And also schools working with the community members are that create an opportunity for schools to gain access to the people in different government authorities.

In addition to, the most important and inclusive rationales for parents and community participation in educational activities according to UNICEF (1982:20-34) Marsh (1988:84); Wolfendale (1992:7-8); and Ganjanayake (1993:4) are: all parents care about their children's well-fare and well-being; want to do what they believe to be in their child's best interests; want to cooperate; respond to invitations to participate in education system if they can see the benefit to their child. They are also the prime educators of and experts on their children.

Since, education being a matter of human right, a key to human, social and national development can not be left to the will and capacity of the government. It is also for communities to take active part in influencing policies, taking local decisions and also contributing resources to the development of education. The need for expanding education, increasing investment, enhancing quality, ensuring increased access with equity, reducing wastage and creating a broad-based and active support for education in Ethiopia calls for sustainable community participation (Paulos, 2004: 76).

2.3 Major Actors in Education

The major actors of education are teachers, head teachers, and local educational officials, parents, leaders of the local community, community associations, and non-governmental organizations (NGOs), private enterprises and universities (Shaeffer, 1994:32). From these, I will focus on four major actors such as the government, the school, the community and the non-governmental organizations /NGOs.

2.3.1 The Government

A government and its officials can be affected by the political and administrative sides of it in reacting more participatory approach to development. The politics of a nation wishes to encourage participation, the administrative side of government may do the opposite.

In supporting the above idea Shaeffer, (1994:11) states that in the education ministries, for example, the bureaucracies and bureaucrats may be effective managers of top-down development projects and programs but they also may possess characteristics, which work against more participatory approaches to development. He identified the characteristics as: limited knowledge of sensitivity to community conditions and standardized and reutilized governmental structures and procedures; limited financial and human resources; inflexible procedures and planning, decision-making

implementation, evaluating, accountability and particular weakness of the intermediate (regional, district, sub-district) level of government. This can lead to the discouragement of and even the fear of diversity and local initiatives, the avoidance of open consultation and interaction, except with other professionals speaking the same language and the desire to control information, events and people.

2.3.2 The School: Principals and Teachers

Schools are a part of the greater social system of the community. People in the community have the right not only to be informed about school happenings but also to be engaged in these happenings. If school personnel do not use available means to interact with members of the community, the school will become static and unresponsive to changing community and social needs. Principals need to analyze their existing public relations activities in light of the community being served, but in some, principals are seen as the lowest end of the government bureaucracy, trusted to carry out its administrative tasks and deliver its educational instructions to teachers; they may therefore, share many of the characteristics of the government administrators. On other contexts, however, principals are primarily responsible for pedagogical issues with administrative tasks added on, but generally treated by the bureaucracy in the same way as teachers.

According to Cohn and Rossmiller (1987), teachers often consider themselves masters or mistress of their classrooms, already trained and certified, and therefore little interested either in receiving advice from supervisors or in sharing experiences with peers. They also often disqualify the experience of parents and reject or even fear their involvement in issues related to teaching and learning.

Similarly, although teachers often have considerable knowledge of their pupils, of the local environment, and of what is feasible and useful in the context of the local school. This experience is often ignored both by the central bureaucracy and by local officials, supervisors and even head teachers. They also added, more generally, schools are often only 'loosely coupled' to the larger system. While they are part of a network of central, regional and local interests, and heavily dependent on complementary institutions and sub-systems (training colleges, examination system, curriculum development centers), they are often only weakly linked at the end of a long chain of command, to this bureaucracy. This makes the success of any central and standardized reform problematic at the school level.

2.3.3 The Community: Parents and Local Communities

According to Bray (1996:4-6), especially in socially and economically marginal regions, communities are generally not deeply involved as external actors in formal education. This may be true for parents of children in school depending on the nature of the community. What ever involvements there may be, they tend to be largely extractive in nature and often limited to the provision of resources-money, material and labor. Other, more substantial involvement in terms of consultation or management or control in the diagnosis of needs, the development and implementation of school policies, the design of educational content, or the delivery or evaluation of such content is usually seriously.

Constrained either because of the energies consumed in the community's struggle for survival or because of the school's lack of interest in or resistance to community or parental involvement in what are often seen as specialized and professional matters. This can be true even though communities often have strengths of their won energy, resources, knowledge, and experience potentially useful in development programs.

Thus, the life of the school should not remain fundamentally different from the life of the community. The school should provide the necessary model by being itself a working and producing community; if schools are to prepare children effectively for participation in their communities they themselves must become economic as well as social and educational communities.

2.3.4 Non-Governmental Organization/NGOs

Researchers like Hall (n.d), Wills (1990), OECD (1988), and Piney (1983) Fakhri (1991), Tandon (1993) as cited in Shaeffer (1994: 45-46), have given the following classifications to NGOs: as organizations ranging from small village level associations through national institutions, grassroots organizations of the poor and popular sectors of (peasants; tribes; women and laborer and non-profit private organization) profit making organizations (foundations, churches and missions; medical organizations and hospitals; unions and professional organizations, business and commercial enterprises and cooperative and cultural groups) sectoral; integrative, action oriented-research based, educational bodies, policy organizations, politically focused or any combination of these, conformist, reformist, and transforms or emancipatory organization and public rather than private institutions part of the public domain of governance by civil society.

Although, more elaborated by shaeffer as, they generally develop as the result of community support, are able to tap local knowledge and resources, and usually have a small core of paid staff and (often) many volunteers. They are generally concerned with empowering the poor and the oppressed; with building and strengthening people's organizations and community associations and with promoting democratic practices and processes.

As Zegeye Asfaw (2000) cited in Gebre Kidan (2001:34), the NGOs sector in Ethiopian situation, stated that a positive attitude starts towards government policies in their demands to get involved and consulted on a national issues. Further more, a considerable number community based national NGOs have also emerged after the fall of the Military Regime due to relative peace and stability.

Both national and international NGOs currently operating in Ethiopia are, on the one hand, directly involved in food security, social sector enhancement and environmental rehabilitation, etc and some other NGOs are, on the other hand engaged in human rights, democracy and governance, policy research and advocacy.

Supporting this point, Dagnew Eshete (2000: 16) points out that the government of Ethiopia considers NGOs as good partners in so far as their acts are compatible with the over all national policy. Hence, they meaningfully contribute to the national efforts mainly in terms of building local capacities with special emphasis on grass root levels.

2.4 Some of the Areas for Community Participation

According to Govinda (1995: 44) the concept of community participation in educational management, planning, decision making, and monitoring and evaluation of educational facilities has gained wide popularity during the last decades. Because of this, educational planners and policy makers are convinced on the fact the intended beneficiaries must be involved in efforts to change and improve their life through primary education, which is the best instrument. Such an approach in fact would required decentralization of education system and transfer of significant powers and authorities directly to the local community members. But it should be done with considerable care in defining the roles and responsibilities of both the central government and local community members.

2.4.1 Managerial Activities

The teaching-learning process, beyond the interaction between the student and the teacher, depends on the support, follow up and relations among educational professionals, parents, the community and the government.

In most education systems, the head teachers are responsible for the day-today activities of running their schools. But, as indicated in (MOE, 2002: 22-23) the KETB members are responsible to approve the annual plan and budget of schools; follow up the implementation, devise and effect mechanisms where by schools could boost their internal incomes, conduct awareness raising to sensitive the community about the need to send their school-age children to schools and not to drop out, supervise and control that the director, teachers and the support staff of the school work together for the prevalence of a smooth teaching-learning process, plan, coordinate and effect mechanisms where by the local community could extend financial and material contribution for construction and expansion of schools and other relevant activities, mobilize the local community to extend financial material, labor, etc contribution to build the capacity of the schools and enhance the educational activities in their locality and when new schools are decided to be built in the area by the government, draw requirements that make a certain place eligible to host the construction of the schools; etc.

In addition to this Bray (1989: 37) states that, in many areas community involvement in managerial activities includes school construction, maintenance, procurement of educational equipment and materials, and employment of teachers has resulted in a sustainable contribution and the results are highly encouraging.

Generally, the main function of the school boards /KETBs are: supervising the proper running of the school, endorsing annual plan and budget, over seeing that appropriate culture is reflected in the school, working towards better relationship between the school and community, finding ways and means of increasing the revenue generating capacity of the school, ensuring that appropriate discipline is maintained in the school and participating in the promotion of teachers (ESDP, 1998: 46).

2.4.2 Planning

Educational planning gives definite direction and purpose to the accomplishment of activities. The significance of planning in any activities, Croply (1980: 67) states as:

Planning tries to achieve a rational matching of proposed goals with available knowledge of reality and probable causal relationship. Planning process usually attempt to transform needs and aspirations into goals, adjusting them available resources and technology.

Therefore, in planning for educational services, initially, what the system would like to be supported from the local community, and what local community actually can able to give the system should be clearly described. To fulfill this obligation both the educational leaders and local community representatives should plan cooperatively. This is because, the local community knows the needs and problems more than others.

Supporting the above idea, Zaudneh (1964: 11) clearly described the importance of local community in educational planning involving as:

The most effective way of keeping parents and community participation is to involve them in the planning activities and problems of the school. Lack of understanding on the part of beneficiaries between what and how the schools teaching, what the schools actually accomplish is usually due to school failure to include the local comminutes in the planning periods.

Supporting, the importance of community involvement in planning, Malone (1997) Cited in Awash G. (2001: 35) describes the importance of community involvement in planning and decision making as follows: community-people are in each phase of planning, implementing, expanding and maintaining their programme. They decide who the learners will be. They select and support their own teachers. They are involved in the production of their own reading materials and in building and maintaining classrooms. Because community people plan and implement their own programmes, the programmes are developed to meet specific interests, needs and goals of the learners.

2.4.3 Decision Making

In the education sector, efforts have been made to deepen decentralization to school level. Decision making is being shifted from regions and zones to Woredas and municipalities and further to school to improve direct response and service delivery (ESDP-III, 2005: 20).

With this, in mind, Ki-Zerbo (1990: 86) states that the education system should not be regarded as a branch of bureaucracy. Instead, it should be a sub system highly interactive with all other parts of the social whole. The point is to give pupils, parents and teachers responsibility over their own affairs, to the point of enabling them to administer the education system on their own within the context of natural or contractual communities. This assumption of responsibility must necessarily embrace three indispensable areas: participation in design and decision-making processes; regular, structured involvement in the process of management and evaluation; and finally, financial accountability with regard to both income and contributions.

This involves a mechanism where each person is represented equitably and is able to influence the decisions of the group by voting or through a system that facilitates a consensus. Since social and economic contradictions characterize the relationships between the socio-economic groups that compose a village community appropriate mechanisms for ensuring the participation of all the different groups within a community in the decision making process need to be carefully worked out by the community (Vincent, 1989:8).

2.4.4 Monitoring and Evaluation

The community can give to school important information that might not get from any other sources from their daily observations. But the challenging thing here is to come up with the type of information required to monitor and evaluate the performance of the school, teachers and students. Such types of information are not easy to collect like the quantitative things that might be able to do. Similarly, Vincent (1989) cited in Awash G. (2001:36), participation in monitoring and evaluation can be effective only when the members of the community are provided with the information they are entitled to, especially in respect to the use of resources and distribution of benefits. Participation in monitoring and evaluation provides a counter-balance to the dominance of the leadership who are held accountable for their actions through such process.

2.5 Community Participation in School Improvement Efforts

Community participation in schools has to be viewed not only from the view point of mobilizing resources for schools, but also as a matter of right as well as obligation on the part of community. Community involvement is central to effective schools. School-community is a two-ways street.

Local community can increase the resources of schools by providing contributions (in kind or in cash) and by participating in school community activities.

2.5.1 School Buildings and Infrastructure

School building and infrastructure 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 existing buildings and infrastructure.

As stated in education sector development programme implementation manual (MOE, 1998) cited in Getachew (2001: 21), in construction of new schools, 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 preliminary works relating to construction such as leveling the ground and drainage. 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.

The role of local community is vital in the construction and maintenance of schools in order to improve educational services to their citizens. According to Waston (1988) as cited in Temesgen (2002: 55), school construction and maintenance work are greatly the responsibilities of parents and community at large. In support of this, Kelly (1991: 2) asserts that parents and community involvement in the construction and maintenance of school building is essential to promote citizen's chance in getting at least primary education. World Bank (1990:14) added in this point, in the developing countries, school buildings that are particularly related to extended access to children is an obvious and necessary response to the inadequate number of schools. Hence, it is difficult, if not impossible, to separate educational activities from building, equipment and facilities in which and by which it operates (Poston, Stone and Muther, 1992: 10).

Local community participation in primary schools construction and maintenance in the developing countries in particular is become a topic amongst many other issues. On this basis, Carron (1996:114) points out:

... the burden of building schools is being shifted more and more to the community and to the pupils' parents, even though their own resources are greatly very limited. Parents in rural zones participate in construction of schools and provide tables, benches... for their children.

Therefore, the education system to continue functioning, construction of new buildings and maintenance of the existing infrastructure which need active participation of the local community has to be conducted. If the education system in the developing countries lacks active community involvement in construction and maintenance of the school buildings, the education system will either fail to address the interest of citizens needing education or will be for very low quality.

2.5.2 Educational Access

With regarding the definition of access, MOE. (2004:19) states that, access is the right of entry, right to use or getting into. Access in terms of enrollment is having schools near by and giving opportunity boys and girls to go to school. Even, when the schools are built children may not come. Access in this case is also to find means and ways of getting children into these schools. This could be through campaign or creating awareness of parents. Once students are in school access means getting text books and other resources needed for learning. For this reason schools are built in near by communities so that children can easily and safely go to school. Parents also feel comfortable to send their children /daughters to school. However not all areas have such types of school near by. Especially in rural and periphery areas much more has to be done to get schools near by.

In line with this, Alemayehu (2000: 21) stated that, access also refers to provision of educational opportunities for those deprived groups. These disadvantaged segments of society include children living in the areas without school or any alternative learning facilities, children in the areas where there are schools, but, can not be able to join them due to certain difficulties, children living in the areas where school do not posses adequate number to facilities, teachers and other basic amenities. One may create access to schooling for these children. But, the enrollment by itself does not mean anything. The enrolled child is required to be in that school until he/she completes a certain standard grade level to be literate.

In view of this, one of the indices that measure the scale of the expansion of education is the percentage of the school age children that are actually enrolled in school. Based on this criterion, Ethiopia was at the time of the formulation of the Education and Training policy far behind most of the other states. In terms of the expansion of elementary school, many African countries that are generally considered to be poor had traveled great distance in this regard and had 60-70 percent of their school age children enrolled in elementary schools. On the other hand, 1.9 million or only 20 percent of the school age children had the opportunity to attend first to six grade education in Ethiopia. Even by African standards, in terms of expansion of educational opportunity, Ethiopia had extremely lagged behind. Considering the physical and demographic size of the country, it was not only the number of schools were limited but were also concentrated mainly in urban areas. As a result, the bulk of the overwhelming population had virtually no access to education (MOE, 2002:9).

In supporting the above idea, the educational access problems in Ethiopia, Education sector Development program-III (MOE, ESDP-III, 2005: 36) describes that the limited access requires children in rural areas to travel long distance to schools, which is detrimental for enrollment, particularly for girls; hence to reduce distance traveled and enhance access to children it is imperative to promote a variety of low cost construction designs and getting the schools to the child. In this regard, the challenge is not just that of building schools in all parts of the country, but also to ensure that local communities use the schools to full capacity.

With respect to expanding of universal primary education /UPE, Achieving the Millennium Development Goals in Africa Global poverty Report ADB (2002: 3-4) states that the conference on education for all, held in Jomtien Thailand in 1990, Pledged to achieve universal primary education by 2000. But in 1999 there were still 120 million primary school age children not in school, three-quarters of them in south Asia and sub-Saharan Africa. The Millennium Development Goals set the more realistic but still difficult deadline of 2015 for all children to complete a full course of primary schooling. In many places school fail to enroll all children or to retain them, and there can be large gap between reported enrollment, attendance, and completion rates. About 80 developing countries have built sufficient schools to place all of their primary age children, but only about 27 of those countries retain at least 95 percent of the age group through to completion of primary education. Since 1990, 17 developing countries have seen completion rates stagnant or decline. Progress has been greatest in middle-income countries and slowest in the low-income countries of south Asia and Sub-Saharan Africa.

Despite this fact, Ethiopia substantially lags behind most countries in Sub-Sahara Africa in terms of converge and distribution. Therefore, the dimension of achieving universal primary education in Ethiopia is challenged from the perspective of coverage, efficiency of government budget and quality of the school systems. But it demands of more in community involvement in this case. (Millennium Development Goals Report vol. 1, MOFED, 2004:3).

However, looking into the regional perspective, the gap in the GER at primary level is very wide. For instance in 2004/05 Addis Ababa and Gamballa, have GER of over 125% while the GER for Amhara, SNNPR and Diredawa, ranges from 75.9% to 80.3%. The two predominantly pastoralist regions, Afar and Somali, have 17.1% and 20% GER respectively. Although there is an encouraging progress in enrollment, the variations between regions evidently demonstrate that there is a lot to do to achieve UPE and maintain equity among regions (ESDP-III, 2005:8)

2.6 Types and Levels of Community Participation

2.6.1 Types of Community Participation

The task of expanding and promoting education as well as improving the quality of education should not be set aside to the government alone. It is necessary to devise a viable mechanism where by the community participates in the construction, expansion and renovation of schools as well as in the supply of educational materials. The community should participate in various stages of the study starting from its planning to information gathering and addressing the prevailing problems.

Concerning to types of participation of community in education in general and primary education in particular, BESO-II/ Project (2003: 21) stated as development of schooling, construction of new buildings, supervision, direct labor participation, beautification of the school compound, maintenance and up-keep, in creasing enrollment of boys and girls and improving access and quality of education are some of the types of community participation.

In general, communities can support the school in finance, material in kind and in ideas voluntarily.

2.6.2 Levels of Community Participation

Community participation in education lies on a continuum ranging from a high level of participation to nominal participation. This variation depends on many factors, including the type of education.

style of management, level of empowerment, and the socio-cultural context of the community (Gajanayak, 1993:5).

On the other hand, Johston (1982:203) identified six levels of community participation, namely; participation in response to an order or to force; voluntary participation stimulated by reward; voluntary participation promoted by awareness; participation by giving suggestions and making criticisms aimed at improvement of an activity; participation by taking initiatives; and participating through creativity. Among the above mentioned levels of community participation, the last two levels reflect participation of a more fundamental and significant nature, because the participants have chance to propose their own set of priorities which may even be different, not only in terms of priorities but also in values to that of imposed proposal.

2.7 Strategies for Enhancing Community Participation in Education

As suggested by Orstein (1983:38) cited in Temesgen (2002: 27) that stimulating and encouraging parents to develop a sense of ownership, so that they play roles in the education of their children, teaching them new skills and concepts in education and to enable both parents and educational officials work together in identifying educational problems to come up with solutions that are likely to be beneficial to all concerned are some of ways to secure high level of community participation to improve access in primary education to their children. Thus, each level and step should be clearly understood to maintain real community participation. This is because, the success of educational activity would certainly depend on the genuine and unfailing participation of the beneficiaries. The beneficiaries genuine and unfailing participation for improving access of primary education to their children, according to UNICEF (1982: 30-34) enables them to accomplish more, increase the effectiveness of the services; promote further development; encourage a sense of responsibility; assures the felt needs of the participants and ensure the appropriateness of things done. Moreover, it aims at freeing the participants from dependence on a 'monopoly' of expertise controlled by professionals and makes participants more knowledgeable of the course of their problems how they can take them.

Not all community members, however, know why, what and how to participate in education-related activities and not all education administrators activity encourage and direct community participation. As agreed by several research findings, community participation should be both fair

and economically neutral which neither discouraged primary school enrollment nor the use of educational materials in schools for the good of nothing.

In other words, high local taxes, which damage obligatory fees or contributions that negatively affect primary school enrollment should be avoided. This is because, they can have negative impact on the enrollment of poor children in particular. These efforts to mobilize committed local community participation should rely on voluntary contributions and followed by incentives (Lockheed and Verspoor 1991: 197).

According to the strategy of ESDP- III(2005:29), the way to increase access to and enhance the coverage of primary education was through the construction of high cost schools even in low density population areas with low student section ratios. This was done in the name of quality assurance. Such practices must now be scrutinized and solutions found to maximize the use of available and scarce resources. To increase access to basic primary education, alternate approaches such as low cost schools, one class room school, multi-grade classroom schools, etc. for first cycle primary will be encouraged.

As (Watson, 1988), stated that, one way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school. Hence, there is the need for frequent contact between teachers and parents as regards the educational advancement of the child. Parents may also assist with instruction of children. Therefore, the establishment of parent teacher associations is an important component of community participation.

2.8 Some Experiences of Local Community Participation

2.8.1 Experiences of other Countries

According to Shaeffer (1994:97-98), based on case studies of participatory approaches in Asia, Africa and Latin American points to the following experiences. Members of the community serving as tutors (Indonesia), as resource persons to enrich the curriculum developed locally (west java); parents and other community members work with teachers and pupils in the Escuela Nueva programme in Colombia to do simple tasks such as making community maps. In Brazil, parents and pupils take part in the election of head teachers. In Chile unemployed youth community monitors have been brought into the 900 schools programme to provide special tutoring and individual attention

to fourth graders with learning problems. In both the Escuela Nueva programme in Colombia and the 900 schools programme in Chile have led to the adoption of more active and child-centered learning. These have also increased the teacher's role in some aspects of decision making such as adaptation of the curriculum, the organization of the school curriculum and schedule, and the flexibility of the promotion of children.

The more active participation by a wider range of actors in a variety of education activities has also increased the quality and relevance of the services.

Aggrawal (1992:31) notes that:

The community can play a vital role as a watch dog body for educational administrators, local politicians, and the teachers, who, for their selfish motives, tend to ignore the interests of young learners ... the community at large has a significant role in terms of ... acting as a counter-veiling force in areas where the traditional bureaucratic control on educational services fail or becomes less effective.

In addition to this, Shaeffer (1994:103) gives examples to reveal programmes to be more relevant to local needs and conditions. The community publishing programme in Zimbabwe speaks directly to the local communities, the District centers for early childhood education in Kenya also relate much more directly to local folklore, theatre, and music. And also Bangladesh, with experience of non-formal primary education programme has established Bangladesh Rural Advancement committee (BRAC), which is the largest NGO in Bangladesh. It has been recognized throughout the world for its rural development, credit, and health programmes-such an approach of establishing NGOs that are effective in reacting to specific group of people is common in many developing countries with high illiteracy rate.

In light of the above mentioned ideas, the world Bank (1993:3) assert that experiences in many countries show that existing resources are insufficient to support quality basic education for all. In such a situation, it becomes necessary to mobilize additional resources both from government and non-government sources. From the government side, sources of funding for basic education can be diversified by broadening the tax base, granting taxing powers and delegating financing responsibilities to lower levels of the administrative hierarchy and ear marking taxes for basic education.

On the other hand, the World Bank described that parents and the local community have been important contributors to school construction in many countries, including the Sahelian countries the Republic of Yemen, India, China and Thailand.

These non-government additional sources are critical to making rapid progress towards the EFA goals. Therefore, contributions from parents and the community should be supported, as appropriate, by technical and financial assistance of school buildings. In some countries such as china, the local community even provides the livelihood of some or all of the teachers. But in other countries such as Brazil, public education has been exclusively considered as the government's responsibility which has been a barrier to community involvement. This definitely makes progress toward the EFA goals more difficult.

In addition to, Kebede Fresenbet et al., (1999:2) discussed, there are many countries in developing world including Ethiopia that are far from achieving universal primary education after a decade of the forget date to set to achieve it. As a result, it has now more widely been accepted than ever that the central governments in developing countries, despite their continues efforts are unable to provide primary education to all citizens. Their educational infrastructures and facilities are in adequate to provide all the educational services that are required. They are incapacitated by lack of financial, human, and material resources.

The current approach to overcome the quantitative and qualitative deficiencies of resources in improving access of primary education is by raising communities awareness of educational issues to assure responsibility in order to mobilize resources at the local level instead of waiting for the central government to come their rescuer some times in the future when it has solved its resources constraints.

2.8.2 Experiences of Ethiopia

Traditionally the concept and practice of community participation in rural Ethiopia is not a recent phenomenon; it is rather an ancient a cultural phenomenon. On the other hand, education in Ethiopia, as may be the case in many other countries was dominated by religious groups. Every village attached to individual churches and monasteries had its school which was an honored institution starting from the introduction of Christianity. The Ethiopian church education dated back to the fourth century (Teshome Wagaw, 1979:10). When we look into the past history of education in Ethiopia, the Orthodox Church and the mosque played a great role in providing religious

education to their respective followers. It is the special church education contribution that enables Ethiopia to have her own script (Geez), which the other sub-Saharan, African countries do not own (Pankhurst, 1958:130).

Church education remained not only the major social agent for preserving all aspects of Christian cultural heritage but also played a great role in providing civil servants for the state until the introduction of modern education. However, the curriculum of church education was strictly religious. It was also highly conservative that changes were not allowed by church schools. Missionaries were prevented by the church to open schools in Ethiopia fearing the conversion to other religions such as Catholicism. It was an obstacle for introduction of a different type of education to Ethiopia.

According to Tekeste Negash (1996:1-2) in his writing sub-titled "the foundation of modern education, ca. 1900 to 1935" states that the Ethiopian church had a virtual monopoly on education with strong opposition to the establishment of secular schools. By many concessions with the church, however, Emperor Minelik II opened the first modern school by name Minelik School in 1908. By the 1920's church opposition to establishment of secular schools and continued operation of mission schools' had greatly diminished. The second government school was established by Regent Tefferi Mekonnen in 1925. Both Minelik and Tefferi Mekonnen Schools were funded by their founders and not by the government. It was in 1926 the national education system started having its own budget for education with the imposition of special education tax the same year.

Besides this, as Teshome Wagaw (1979:40) wrote, during the time of traditional education, the people directly or indirectly participated in the education endeavor in different ways such as by involving themselves in learning, supporting financial expenses and by constructing churches or buildings etc. Gradually, from the traditional church teachings, the process of establishing a modern education began and the state was forced to take the responsibility and educational funds were covered by the state. Hence forth, the education system of the country has been organized. Enrollment increased in greater numbers; there came a greater demand for educational resources and a need in curriculum change, though gradual. The system became more and more complex than it was in the past adding more responsibility to the state. The expenditure for education could not keep pace with the ever increasing student enrollment that the government had to make different calls at different times for wider community participation.

For encouraging efficient local community participation the Ministry of Education (MOE, 1984:121), stated that it has adopted a new law authorizing locally effected school management committee for operating and maintenance of schools in collaboration with the government. Under proclamations No. 103 of 1976 and No. 260 of 1984, the school committees were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities. The latter proclamation was meant to strengthen the management and administration of schools by establishing government and public school committees. Each of these committee has members selected by urban dwellers or peasant associations. Among the powers and duties of the government school committee were to supervise the proper management, utilization of subsidies and over all administration of the school property to ensure that is used for what it is designed.

The current government of Ethiopia, the MOE guide line (MOE, 2002) supports this idea that under the principle of decentralized school management, the schools, Kebele Education and Training Boards (KETBs), Woreda Education and Training Boards (WETBs) have to work to strengthen the community 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 improving access in schools. Some of the observable contributions being made by parents and the local community are financial and material support; provision of free labour in school construction and transporting instructional materials; participation in school parent-days; encourage and give material and moral incentives, specially for female students; participate in selecting community representatives as members of school committee or Kebele Education and Training Board /KETB/ who would participate in school promoting activities.

Emphasizing the problem, which are existing today, the strategies of ESDP – III (2005: 27) describes that Ethiopia has a high level of adult illiteracy rate of 41.5% (33.8% for women and 49.2% for men). In order to achieve the first MDG (eradicating extreme poverty), it will be necessary for the country to raise the level of literacy of its population as a whole. To some extent this will be done through the expansion of its primary education system, as all primary school age children will be able to access schooling in the near future. But in the short term, the education system has to respond to this by way initiating and strengthening functional adult literacy programs as well as expanding and improving the community skills training centers that provide the basic skills to increase productivity in the small scale agricultural and other economic sector.

However, the government alone cannot carry out such programs without the active involvement, ownership, and commitment of communities, NGOs, and civil societies.

2.9. Factors Affecting Community Participation

2.9.1 Factors Enhancing Community Participation

One way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school. Hence, there is the need for frequent contact between teachers and parents as regards the educational advancement of the child. Therefore, the establishment of parent-teacher associations (PTAs) is an important component of community participation (Watson, 1988).

Despite its importance it is not an easy task for schools to influence parents' attitude to work together. Some parents may complain for lack of enough time for additional responsibilities given from schools. Some also consider that school affairs are none of their business other than being sole responsibilities of teachers and head teachers.

As pointed out by Lovelady (1992: 55-56) cited in Alemayehu (2000:40), there is no parent who does not care for his offspring and school matters should not be seen detached from the well-being of the child. Thus, unless they do not know as to how to get involved, parents want to participate in their children's education.

To Dzvimbo (1996: 13-15) factors that enhance community participation are the initiator, adaptability of the local community, flexibility of government and NGOs, availability of resources, nature of administrative structure and the communication channels.

On the other hand, Jones (1998: 5) and UNESCO (1999: 62) summarize the consensus of educational programme to the needs of the community; national commitment through concrete policies; effective planning and management and cultural homogeneity are among the major factors that enhance community participation in order to realize sustainable and potential expansion of education.

Generally, how to enhance community participation (BESO II/ scope project, 2003: 22) indicates as living with the community, understand the community, share their problems, involve the community

in all aspects of the projects, creating openness/ transparency and develop the communities sense of ownership are the major factors.

2.9.2 Factors Inhibiting of Community Participation

Different research findings, world Bank (1980: 24-25); Comer (1986: 95-96); Sheldon (1990: 12, 13, 27 and 1992: 17-18); Health (1994: 8) Tshireletso (1997: 183) and Speak (2000: 33) cited in Temesgen (2002: 81), the inadequate education system administration and supervision and the lack of coordination and synchronization among educational personnel as well as inappropriate and inconsistent approach to mobilize local community are some of obstacles with limit community participation moreover, lack of resources; sheer lack of managerial experience and skill in encouraging local community; lack of community exposure to recent information and technology; social heterogeneity and conflict; the passivity and harsh environment are among the major constraints and problems which limits greater community participation in improving access of primary education.

The way community participation is defined depending on specific context, the nature of country's economy and policy; social demographic characteristics of the community; and external socio-economic environment are also some of the potential forces that operate against community participation (UN, 1981:7). This does not necessarily mean that all the above mentioned negative factors have identical influence on community participation under different circumstances. Rather, the degree of influence of each constraint on community participation varies from community to community depending on socio-economic, political and cultural conditions of each country.

There is no rosy road to participatory approaches to development for several reasons. Participatory and collaborative practices through the means of local community organization are not so easy to attain.

To support this point, Griesher (1994: 19) asserts that unless there is participation in education there can not be learning and further development at all. Involvement of parents, local community members and local administration representatives in consultation, decision making, and cost sharing has made the teaching materials, the curriculum and other school development projects more suitable to local conditions, to improve achievement scores of students, and to increase enrollment demand.

According to BESO-II/ Project (2003: 23), some of the factors that inhibit community participation in education are preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authority, bias on programme implementers, cultural and religious barriers, language barriers, lack of awareness creation of the community of concern bodies etc are the major factors which inhibit community participation in education.

CHAPTER THREE

3. Research Design and Methodology

The major concern of this study, as indicated earlier, is to investigate issues related to community participation for improving access in primary education of Hadiya Zone. To this end, a descriptive survey approach was employed as the method of the study. This method is appropriate mainly to reveal the current state of the problem and to gather several kinds of data related to the subject under study. The relevance of this approach for such purposes has been noted by Seyoum and Ayalew (1989: 17), Best and Khan (1993: 113), and Cohen and Manion (1994: 101). Moreover, it is a planned method of data collection that involves entering a subject population and measuring a specific set of responses (Jacob, 1987: 37, Sharma, 1986: 46).

3.1 Sources of Data Collection

The Researcher Used both primary and secondary data to get adequate information about the status of community participation for improving access in government primary schools in Hadiya Zone.

3.1.1 Primary Sources

In order to get adequate information on the practice of community participation, sources used as primary were KETB members representative of Kebele administration, primary school directors, representatives of (teachers' association, PTAs, parents and students and youth and women associations) and WETB members (heads of woredas education offices, representatives of some selected KETB members, representatives of woreda teachers' association and woreda youths and women associations).

3.1.2 Secondary Sources

In order to have background information about community participation in primary schools documents (education policy, education guide lines, annual educational statistics of Ministry of education, the works of others on community participation Studies and other related books, journals and articles).

3.2 Data Collection Instruments

3.2.1 Questionnaire

To conduct this research, a close-ended with limited open ended questionnaires were prepared. The questions were administered to 160 Kebele education and training board members and 32 Woreda education and training board members of the selected Woredas and government primary schools. The questionnaires were prepared in English and translated to Amharic.

The questions consist of respondents' background information, attitudes of communities and boards (KETBs and WETBs) towards community participation approach, the problems of community participation encountered and the means and mechanisms to come out of such problems. The questionnaires were developed by the researcher based on the reviewed literature and basic research questions. The data collected through questionnaire were tallied and computed using frequency and percentage.

3.2.2 Interview

An open-ended interview questions were developed to address 4 zone education department management members and 4 woreda education officials about their roles and contributions for improving access in primary schools. This is to find out more about the status of community participation in Hadiya Zone. Unstructured interview was employed for each officials. The interview was conducted in Amharic and then, translated to English. This was done to have common understanding and to avoid any misunderstanding between the in formats and the interviewer. The data collected through interview was analyzed using descriptive qualitative analysis.

3.3 Sampling and Sampling Techniques

Using the purposive sampling technique, four woredas were selected from the Zone administration. This technique was used for the convenience of access to areas, where concerned KETB and WETB seem to encourage community participation in primary education. From each woreda five schools were selected by using stratified sampling as grouping urban and rural schools.

The sample population consisted of a total of 168 respondents out of 192. The components included 30 out of 32 WETB members, 138 out of 160 KETB members by random basis.

3.4 Sample Size

As mentioned in 3.3 above, the sample size of the study was four woredas and twenty government primary schools from the zone administration. Because, the woredas are wide and far from each other and the researcher decided to select four Woredas and, from each woreda according to their members of the schools were selected for this study (see Table 1) below.

Table 1: Total Number of Government Primary Schools Distribution in the Area of Study

No	Wroeda	No of Schools	Sample of Schools
1	Duna	28	–
2	Gombora	17	–
3	Soro	37	6
4	Shashogo	36	–
5	Mirab Badawacho	16	–
6	Lemo	31	5
7	Hosanna City adm.	9	–
8	Misha	31	5
9	Misirak Badawacho	30	–
10	Gibe	22	4
11	Ani – Lemo	24	–
	Total	281	20

Source: Hadiya Zone Education Department 2nd Quarter Report to SNNPSREB, 1999 E.C

3.5 Procedure of Data Collection

To pre-test the items the questionnaires were administered to 8 Hossana city administration education and Training board members and 40 Kebele education and training Board members. The returned questionnaires were analyzed. Three questions items were found complex and were modified. Another item was found irrelevant and replaced by another appropriate question item. For the final main study, items that were not excluded in the analysis were made ready for distribution.

The distribution and collection of the questionnaires were done with the cooperation of Zone, Woreda education office heads and school directors in the respective woredas and schools. The

researcher gave orientation to KETB, WETB, zone education management members and school directors about the purpose of the study and how to answer the questionnaires.

The unstructured interview prepared for the 4 Woreda education officials and 4 Zone education department management members was also conducted by the researcher himself. The researcher has made initial contacts with the interviewees. Then, the purpose of the study was explained to them before conducting the interview. During the interview, the interviewer jotted down, the main points given by the respondents.

The relevant literature was also reviewed from available works or books related to the topic under study.

3.6 Methods of Data Analysis

To prepare the collected data ready for analysis, the questionnaires were checked for completeness. The data were classified and tallied. The assembled data were arranged and organized in tables and percentages were computed. The organized data were analyzed and interpreted using frequency and percentages.

CHAPTER FOUR

4. Presentation and Analysis of Data

This chapter deals with the presentation and analysis of data collected from KETB, WETB and Zone education department management members. The data were collected through questionnaires and interviews. Questionnaires were distributed to KETB and WETB members while interview was conducted with zone and Woreda education officials. The information gathered from questionnaires were organized in tabular form and were interpreted by descriptive statistics and using percentages. The information gathered through interview were used to provide qualitative analysis in order to give answer for the basic research questions which were set in the study.

This chapter is divided into two parts. The first part discusses the characteristics of the respondents while the second part deals with the analysis of the findings of the study in the line with the research questions.

4.1 General Characteristics of the Respondents

Regarding the KETB members a total of 160 questionnaires were distributed and 138(86.25%) were returned back. Of these respondents 50(36.2%) were teachers, 20(14.5%) students, 20(14.5%) directors and 48(34.8%) were parents.

In addition, 32 questionnaires were distributed to WETB members and 30(93.75%) of them were returned. Of these respondents 4(13.3%) were heads of woreda education offices, 10(33.3%) were some selected representatives of KETB members, 8(26.7%) representatives of the woreda youth and women association and 8(26.7%) were the representatives of woreda teachers' associations.

The major characteristics of the respondents of WETB and KETB members in the sample survey were presented in tables 2 and 3 respectively.

Table 2: General Characteristics of the Respondents

No	Characteristics of Respondents	Woreda Education and Training board Members /WETBs	
		Frequency	Percent
1	Sex		
	Male	23	76.7
	Female	7	23.3
	Total	30	100
2	Age		
	35-40	13	43.3
	41-46	11	36.7
	47 and above	6	20.0
	Total	30	100
3	Qualification		
	Elementary	-	-
	Secondary	-	-
	TTI	6	20.0
	Diploma	22	73.3
	Degree and above	2	6.7
	Any other	-	-
	Total	30	100
4	Occupation		
	Government employee	30	100
	Framer	-	-
	Merchant	-	-
	Any other	-	-
	Total	30	100
5	Marital status		
	Married	27	90.0
	Single	3	10.0
	Divorce	-	-
	Total	30	100

As shown in table 2 above, regarding sex of the respondents female participants were 7(23.3%). This indicates that the dominance of males in WETB members level.

With regards to age, 13(43.3%) were between 35 and 40 years of age, and 6(20%) of them were 47 and above years of age. When we observed the age of the respondents, the age distribution of all respondents is, in between 35 and 46 years of age.

Regarding the level of education of the respondents, 22(73.3%) had college diploma. About 2(6.7%) were degree holders. This implies there is a small number of full professionals i.e. degree holder in the woreda education and training board levels.

Looking at the occupation of respondents, it can clearly be read from the same table, 30(100%) were government employees /civil servants.

From the same table regarding marital status of the respondents, 27(90%) were married.

Table 3: General Characteristics of the Respondents

No	Characteristics of Respondents	Kebele Education and Training board Members /KETBs	
		Frequency	Percent
1	Sex		
	Male	113	81.9
	Female	25	18.1
	Total	138	100
2	Age		
	20-25	11	8.0
	26-31	14	10.1
	32-37	23	16.7
	38-43	40	29.0
	44 and above	50	36.2
	Total	138	100
3	Qualification		
	Illiterate	3	2.1
	Read and write	7	5.1
	Elementary school	25	15.1
	Secondary school	15	10.9
	TII	33	23.9
	Diploma	55	39.9
	Degree and above	-	-
	Total	138	100
4	Occupation		
	Daily laborer	-	-
	Self employee	1	0.7
	Govern employee	102	73.9
	Farmer	22	15.9
	Any other	13	9.5
	Total	138	100
5	Status		
	Parent	85	61.6
	Non-Parent- community member	53	38.4
	Total	138	100
6	Do you have children attending in the school?		
	Yes	87	63.1
	No	51	36.9
	Total	138	100

As indicated in table 3 above, concerning to sex composition of the respondents, 25(18.1%) were females. This is comparing to males from the respondents, they were quite small in numbers.

Regarding to respondents age, 50(36.2%) were 44 and above years of age. A bout 25(18.1%) were 31 and below 31 years of age.

With regards to respondents qualification level, 55(39.9%) were diploma graduate. About 35(22.3%) of the respondents were found to be elementary and below elementary schools.

Concerning the respondents occupation, 102(73.9%) were government employees and 1(0.7%) was a self employee.

At the same table above shows, from the respondents 85(61.6%) were parents and 53(38.4%) were non-parent community members (means community members who don't have children attending in schools). In addition 87(63.1%) of the respondents had children attending in schools.

4.2 Types and Levels of Community Participation

4.2.1 Types of Community Participation

According to Waston (1988), school construction and maintenance work are greatly the responsibilities of parents and community at large. In support of this, Kelly (1992: 2) asserts that parents and community involvement in the construction and maintenance of school building is essential to promote citizen's chance in getting at least primary education.

As stated in Education and Training policy (MOE, 1994), to mobilize community, educational management become further decentralized to woreda and Kebele (school) levels. These managing bodies mobilize parents /community in financial and material support; provision of free labor in school construction and transporting instructional materials; participation in school parent- days; encourage and give material and moral incentives specially for female students and in selecting community representatives as members of school committee /KETB.

Table 4: Community Contributions to Schools

No	Items	Responses			
		KETB		WETB	
		No	%	No	%
1	What are the types of Community contribution?				
	Money	79	57.2	15	50.0
	Materials	45	32.6	10	33.3
	Labor	14	10.2	5	16.7
	Specify any	-	-	-	-
	Total	138	100	30	100
2	How often the local community share in the cost of primary education?				
	Always	15	10.9	1	3.3
	Most of the time	80	57.9	15	50.0
	Some times	43	31.2	14	46.7
	I don't know	-	-	-	-
	Total	138	100	30	100
3	Who decides what one should contribute to school?				
	Woreda administration	1	0.7	4	13.3
	Kebele administration	-	-	-	-
	Parent teacher association (PTA)	20	14.5	6	20.0
	Parents /community meetings	117	84.8	20	66.7
	Specify any	-	-	-	-
	Total	138	100	30	100

As indicated in table 4 above, regarding the type of community contribution to schools, 79(57.2%) and 15(50%) of the respondents from KETB and WETB members responded that, community contribute to schools money respectively. Concerning to labor contribution, 14(10.2%) and 5(16.7%) were said that the community participates in labor.

As interview held with zone and woreda education officials, the community members usually participate in contributing money, locally available materials and free labor for the school.

About the share in the cost of primary education by the local community, 80(57.9%) and 15(50%) of the respondents from the KETB and WETB members of the participates said that the local community 'most of the time' share in the cost of primary education respectively.

As the same item, 43(31.2%) and 14(46.7%) were said that the local community sometimes share in the cost of primary education in their locality.

From this, we can understand that, the local community has the responsible for expanding of schools and educational access in their locality providing money, locally available materials and free labor.

As indicated in the same table item 3 above, 117(84.8%) and 20(66.7%) of respondents from KETB and WETB members responded that parents /community meetings as the responsible body empowered to decide what one should contribute to school respectively from the same item, 1(0.7%) and 4(13.3%) were said, woreda administration decides the one what should contribute for the school revenue.

Infact, the result obtained from the interview held with zone and woreda education officials indicated, KETB members have the responsibility to call the local community for meetings and report schools' problems, and then the community meetings after discussion decide the amount one should contribute to schools.

The fact that most of the respondents being aware of contributions made by the communities is advantageous in promoting the sense of ownership can lead to an intrinsic satisfaction of the community in education.

4.2.2 Levels of Community Participation in School Activities

As stated in the literature part of the study, the level of community participation includes the type of education, style of management, levels of empowerment of the community and the socio cultural context of the community (Gajanayake, 1993: 5).

In the line of this, the following table summarizes data obtained from kebele education and training board members.

Table 5: Level of KETB Members Participation in School Activities

No	Activities	Responses									
		n= 138									
		Very High		High		Medium		Low		Very Low	
F	%	F	%	F	%	F	%	F	%		
1	School managerial activities.	35	25.4	60	43.5	40	28.9	3	2.2	-	-
2	Planning yearly schedule for community activities.	30	21.7	63	45.7	37	26.8	7	5.1	1	0.7
3	Ready to take responsibilities in decision making activities in schools.	45	32.6	60	43.5	29	21.0	4	2.9	-	-
4	Hold discussion with parents and general community in identifying school problems.	25	18.1	65	47.1	35	25.4	10	7.2	3	2.2
5	Discussing with schools and give suggestions to situations of dropout students.	20	14.5	55	39.9	45	32.6	13	9.4	5	3.6
6	Regular discussion with schools and community about school-age children to come to school.	13	9.4	55	39.8	52	37.7	15	10.9	3	2.2
7	Providing labor for school construction.	25	18.1	60	43.5	39	28.3	12	8.7	2	1.4
8	Providing money for school construction	28	20.3	70	50.7	27	19.6	11	8.0	2	1.4
9	Holding discussions and give suggestions for expansion of schools in the kebele.	25	18.1	55	39.9	45	32.6	11	8.0	2	1.4
10	Discussion with schools and community in general about selection of sites of new school building.	20	14.5	55	39.9	45	32.6	17	12.3	1	0.7
11	Solving problems related to student's discipline.	30	21.7	50	36.2	40	29.0	16	11.6	2	1.5

As table 5 shows, 60(43.5%) indicated, that the level of KETB members participation was 'high' relating to school managerial activities. In contrary, 3(2.2%) respondents stated that the KETB members participation level was as low in school management.

From this, the level of participation of KETB members in school managerial activities is not very high as stated according to the respondents.

According to items 2, planning yearly schedule for community activities, 63(45.7%) of the respondents said that the level of participation of KETB members in planning yearly schedule for community activities was high. About 1(0.7%) replied as very low.

This implies, planning yearly program for community activities, the level of participation of KETB members in school activities is not very high.

Taking responsibilities in decision making activities in schools, 60(43.5%) of the respondents stated that the participation level of the KETB members was high, and 4(2.9%) said as low.

Holding discussions with parents and general community in identifying school problems, 65(47.1%) of the respondents said that the participation level of KETB members was high. About 3(2.2%) replied as very low.

Discussing with schools and giving suggestions to situations of dropout of students, 55(39.9%) said, that the participation level of the KETB members was high, and 5(3.6%) indicated as very low. Regarding regular discussion with schools and community about school-age children to come to school, 55(39.8%) responded, that the participation level of KETB members was high. About 3(2.2%) were as very low.

Providing labour for school construction, 60(43.5%) said, that the level of participation of KETB members was high, and 2(1.4%) were indicated as very low.

Providing money for school construction, 70(50.7%) indicated, that the participation level of KETB members was high and about 2(1.4%) as very low.

Holding discussions and give suggestions for expansion of schools in the Kebele, 55(39.9%) confirmed that, the level of participation of KETB members was high, and 2(1.4%) were as very low.

Regarding to discussion with schools and community in general about selection of sites of new school building, 55(39.9%) responded, that the level of participation of KETB members was high. About 1(0.7%) was as very low.

The interview results conducted with zone and Woreda education officials, some of them said it is true that through community participatory discussion, the best sites will be selected for expanding and constructing new schools where as some of the interviewees said, there is no discussion with the

local community in general to select new sites for school construction; but discussion is only with the local authority.

In solving problems related to students' discipline, 50(36.2%) indicated that the level of participation of KETB members was high and 2(1.5%) said, as very low.

Table 6: Level of Participation of WETB Members in School Activities

No	Item	Respondents WETB Members	
		Frequency	Percent
1	How often WETB members mobilize the local community /parents to send school-age children to schools?		
	Always	3	10.0
	Most of the time	4	13.3
	Sometimes	23	76.7
	Never	-	-
	Total	30	100

As shown in table 6 above, regarding to WETB members mobilization of local community/ parents to send school-age children to schools, 23(76.7%) from KETB members agreed that some times the WETB members mobilize the local community /parents to send school-age children-to schools. About 3(10%) said, WETB members always mobilize the local community.

In this case, WETB members do not always mobilize the local community to send school-age children to schools according to this duties and responsibilities.

4.3 Community Participation Enhancing Educational Access in Primary Schools

As stated in Jones (1998: 5) and UNESCO (1999: 62), the consensus of education programme to the needs of the community; national commitment through concrete policies; effective planning and management; and cultural homogeneity are among the major factors that enhance community participation in order to realize sustainable and potential expansion of primary education.

It is also mentioned in Watson (1988), one way of enhancing community participation is to involve parents in establishing a good relationship between the school and home for the benefit of the child. Educating children is the responsibility of both parents and the school.

In the Ministry of Education Guideline (MOE, 2002), supports this as, under the principle decentralized school management, the schools KETB and WETB members have to work to strengthen the community efforts of the local community and the concerned authority to promote community participation schools be organized in such away that the local community and parents can participate in improving access in schools.

Community play important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. KETB and PTAs also have to raise the awareness of the general community on the benefits of education and in encouraging parents to send their children to schools so as to increase and reduce dropout.

Table 7: Who should be Responsible for the following Activities?

No	Activities	Government		Parents of School Children		Schools		Community in General	
		F	%	F	%	F	%	F	%
1	Construction of new schools	53	38.4	3	2.2	2	1.5	80	57.9
2	Encouraging school-age children to come to school	5	3.6	43	31.1	35	25.4	55	39.9
3	Campaigning against dropout students	5	3.6	20	14.5	78	56.5	35	25.4
4	Expanding schools in the locality or Kebele	78	56.5	10	7.3	5	3.6	45	32.6
5	Rehabilitation of the old schools.	26	18.8	6	4.4	24	17.4	82	59.4
6	Improving enrollment of children	6	4.3	6	4.3	104	75.4	22	16.0
7	Maintenance of school furniture	14	10.2	13	9.4	74	53.6	37	26.8
8	Involving in school related development activities	12	8.7	7	5.1	27	19.5	92	66.7
9	Maintenance of school fence	7	5.0	11	8.0	80	58.0	10	29.0

As indicated above in table 7, 80(57.9%) of the respondents asserted that community should take the responsibility of constructing new schools, 53(38.4%) considered this as the responsibility of government.

Infact, the responsibility of constructing schools were to be shared between community and government.

Encouraging school-age children to send schools, 55(39.9%) of the respondents assured that, it is the responsibility of the community. The other 5(3.6%) of them declared that it is the responsibility of government to encourage school-age children to send to schools.

With Zone and Woreda education officials, during interview discussion some of them said KETB and PTA sometimes conduct house-to-house visits and tell parents to send their children to schools. At the sametime they meet and discuss with parents about school-age children.

Campaigning against the problems of dropout students, 78(56.5%) of the respondents said that it is the responsibility of schools. About 20(14.5%) responded, it is the responsibility of parents. From this, it is understood that, the schools have responsibility to minimize students dropout and retain until they complete their school years.

Concerning to expanding schools in their locality or Kebele, 78(56.5%) of the respondents indicated that, it is the responsibility of the government. The other 45(32.6%) of them said that it is the responsibility to the community of expand schools in the locality.

As indicated in Ministry of education (MOE, 2002: 23), KETB mobilizes the local community to extend financial, material, labor, etc contribution to build the capacity of schools and enhance the educational activities in their locality. Government should also help the community and KETB in capacitating and creating awareness about the importance of education. Therefore community in collaboration with government should expand schools in their locality or Kebele.

Rehabilitation of old schools according to 82(59.4%) of the respondents, confirmed that it is the responsibility of community members. However, 6(4.4%) of them declared that it is the responsibility of parents.

As data indicated, it should be the responsibility of community, government and schools jointly. Regarding improving enrollment of children in schools, 104(75.4%) of the respondents said, that it is the responsibility of schools. About 22(16%) of them declared that the community's responsibility. Infact, to improve children enrollment in schools, it should be the responsibility of schools in collaboration with the community.

Maintenance of school furniture, according to the majority 74(53.6%) of the respondents said, that the responsibility of schools, and 37(26.8%) of them indicated that it is the responsibility of community. In this case, the respondents assured that it is, the schools' and local community members' responsibility.

From the same table, as indicated school related development activities, 92(66.7%) of the respondents responded, that it is the responsibility of community. The other 27(19.5%) of them said the schools' responsibility.

Therefore, the schools related development activities, it needs the shared responsibility between the local community, schools and government.

Maintaining schools fence is indicated to be the responsibility of the schools as the 80(58%) of respondents asserted. According to 40(29%) of the respondents said it is the responsibility of the community. Infact, maintaining the school fence has to be the joint responsibility of school and the local community respectively.

Table 8: Mobilizing KETB and Local Community to Expand Access in Education

No	Items	Respondents KETB Members	
		Frequency	Percent
1	How often WETB mobilized KETB and local community to expand education access in their locality?		
	Most of the time	10	33.3
	Sometimes	19	63.3
	Never	1	3.4
	Total	30	100
2	How often WETB strives to minimize dropout students in Wroeda level?		
	Most of the time	10	33.3
	Sometimes	18	60.0
	Not at all	2	6.7
	Total	30	100
3	How much WETB enhances the level of community participation in locality?		
	High	8	26.7
	Medium	20	66.7
	Low	2	6.6
	Not known	-	-
	Total	30	100

As indicated on table 8 item 1, regarding to mobilize KETB members and local community by WETB members in expanding educational access in their locality, 19(63.3%) of the respondents assured that, WETB members 'sometimes' mobilize KETB members and local community in expanding educational access in their locality. Only 1(3.4%) said they never mobilize either KETB members or local community.

As it is indicated from the data, WETB members do not mobilize the KETB and local community most of the time in expanding educational access in the local levels.

Regarding striving to minimize dropout of students in the Woreda level, 18(60%) of the respondents indicated that WETB members sometimes strive to minimize dropout of students in their Woreda level. About 2(6.7%) said, they never strive to minimize dropout of students in their woreda.

Thus, we can understand that the majority of the respondents assured, the WETB members do not most of the time strive to minimize dropout of students in their Woreda level.

Concerning to enhance the level of community participation in education access, 20(66.7%) of the respondents responded that WETB members enhance the level of community participation as 'medium' and also 2(6.6%) accepted as 'low'.

In most of schools as the interview held with zone and Woreda education officials, WETB members are not effectively functioning. They are not participating in school affairs except participating in teachers' performance appraisal.

4.4 Factors Affecting Community Participation

4.4.1 Factors Enhancing Community Participation

As it is stated by UNICEF (1982), to enhance effective community participation in educational activities, increase the effectiveness of the services, promote further development; encourage a sense of responsibility; assure the felt needs of the participants and ensure the appropriateness of things to be done.

Similarly in MOE (BESO II Project, 2003), emphasizes more about how to enhance community participation in primary education, make the community to understand the concept of participation, share their problems, develop the communities sense of ownership and empowering community through training are some of the factors that enhance community participation in education.

Table 9: Factors that enhance Community Participation

Item	Respondents WETB Members	
	Frequency	Percent
What are the factors which enhance community participation in your locality?		
Providing training to empower community	20	66.6
Increasing services by the government	8	26.7
Telling the community to participate	2	6.7
Specify any		
Total	138	100

As table 9 above indicated, regarding factors which enhance community participation in education, 20(66.6%) of the respondents said that to enhance community participation in the local level it is better to provide training to empower the local community.

The other 2(6.7%) of them said tell the community to participator in education activities in their local levels.

In this case, we can understand from this table, to enhance effective community participation in the local level, providing training the local community is the major factor that should be considered for the community participatory approach.

4.4.2 Factors Inhibiting Community Participation

As mentioned in the literature part of the study, factors that inhibit community participation in education stated as lack of managerial experience and skill in encouraging local community, in appropriate and inconsistent approach to mobilize the local community, lack of community exposure to recent information and technology, etc. are some of the constraints and problems which limits greater community participation in improving access of primary education.

To support this, MOE (BESO-II Project, 2003: 23), states that, lack of knowledge of the community; lack of confidence by the community and lack of awareness creation from the concerned bodies to the community are some of the factors that hamper community participation in education.

Table 10: Factors that Inhibit Community Participation

Item	Respondents WETB Members	
	Frequency	Percent
What are the factors that inhibit community participation in your locality?		
Lack of awareness	22	73.3
Lack of confidence	7	23.3
Lack of resources	1	3.4
Specify any	-	-
Total	30	100

As table 10 above reveals, concerning to factors that hamper community participation education, 22(73.3%) of the respondents from the WETB members said that, it is lack of awareness of community. About 1(3.4%) said, lack of resources in their locality.

From this, it implies that factors which inhibit community participation in educational activities, the responsible body does not make awareness creation of the community in the locality. Due to this same the local communities are not confidential to participate in school related activities.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This last chapter presents the summary of the main findings of the study. Based on these findings conclusions are drawn and recommendations which can be implemented are suggested.

5.1 Summary

The purpose of this study was to investigate the current status of community participation for improving access in primary education in Hadiya Zone.

To achieve this objective the study attempted to answer the following research questions.

- What are the types and levels of community participation in primary schools?
- How did community participation enhance improved access in primary schools?
- What factors are affecting community participation in these schools?

To this effect, the descriptive survey approach was employed as a method of study. Woredas and schools were selected using purposive /judgment sampling technique. In order to seek answers to the above research questions, questionnaires and interviews were used to obtain data pertinent to the investigation.

The questionnaires were distributed to 160 Kebele and 32 woreda education and training board members'. The interviews were conducted with 4 zone education department management members and 4 woereda head of education officials. The data obtained through the questionnaires and interviews were analyzed using percentages and descriptive statements.

On the basis of the analysis made on the data secured through the above procedures, the major findings of the study are summarized as follows:

- A large proportion, 79(57.2%) from KETB members and 15(50%) from WETB members said that the local community contribute money for the school activities.
- From the findings, 174(84.8%) from KETB and 20(66.7%) from WETB members indicated that parents /community meetings decide what one should contribute to schools.

- The finding indicated that, 55(39.8%) of KETB members' participation level was high in discussion with schools and community about schools-age children to come to schools.
- The majority, 23(76.7%) of the respondents from WETB members said, that WETB members sometimes' mobilize the local community/parents to go to school-age children to schools.
- From the findings, 55(39.9%) indicated that the local communities were the responsible body to encourage school-age children to send schools.
- Concerning expansion of schools in the locality, 78(56.5%) and 45(32.6%) of the respondents from KETB members replied that it is the responsibility of the government and the local community respectively.
- The majority, 82(59.4%) of the respondents agreed that the rehabilitation of old schools is the responsibility of the local community.
- As indicated in the findings, 19(63.3%) of the respondents from KETB members said, that WETB members sometimes mobilize KETB and local community to expand education access in the locality.
- A large number of KETB member respondents that is 18(60%) of them indicated that WETB members sometimes strive to minimize dropout of students in the Weoreda levels.
- As the findings indicated, 20(66.6%) of the respondents from WETB members said that training to empower the community is one of the factors that enhances community participation in the locality.
- A large number of respondents, that is 22(73.3%) of WETB members, confirmed that lack of awareness by the community on the need to participate in school activities is one of the factors which inhibits the contributions the communities themselves could make.

5.2 Conclusion

On the basis of the major findings derived from the reports, analysis and interpretation of the data collected through questionnaires, interviews and documents the following conclusions are made.

1. The local communities' response and involvement towards primary school improvement activities are unquestionable. Local community contribution has a considerable share in covering the costs of primary education improvement. They contribute to schools such as like money, locally available materials for school construction and free charge of labor. This contribution needs strengthened further in order to achieve the objectives well in stimulating the local people, and it is promising.
2. The study evidenced that KETB and WETB members sometimes mobilize the local community to send school-age children to schools. The boards also encourage parents/communities about telling the importance of educating children and to build schools near by. According to their duties and responsibilities, KETB and WETB members do not always mobilize and encourage the local community to send school are children to the near by schools.
3. Concerning KETB and WETB members' participation level in school activities, the participation level is not very high according to the findings of the study. To develop schools, KETB and WETB members in school related activities collaborate with the local community in order to make the participation level very high for the advantage of the children's of the local community.
4. The result of this study indicated that, expansion and construction of schools in the locality is the responsibility of the local community. Local community plays an important role in all aspects of education from raising resources to managing schools. KETB and WETB members sometimes raise the awareness of the local community on the benefits of education and encouraging parents /communities to participate in contributing money, locally available materials and free labor in constructing schools in their locality. The local communities also participate in rehabilitating the old classrooms and schools too.

5. As the findings indicated, KETB and WETB members sometimes mobilize the local community in expanding education access in their areas. KETB and WETB members always do not mobilize the local community in order to expand and enhance access of education for the local community to get at least primary education for their children.
6. It has been found in the study that, the majority of the respondents from WETB members indicated, to make effective participation in the part of local community, in education it is important training to empower the local community, making awareness creation of the local community by the concerned bodies, clear communication channels between the community and the concerned bodies are important factors to be considered.

5.3 Recommendations

On the basis of findings and conclusions, recommendations are made as follows:

1. As the findings indicated that the local communities are contributing significantly to schools. To support education more, it is necessary to mobilize additional resources from parents and the communities. Such contributions are critical to making rapid progress towards primary education and should be supported. To realize greater community participation, strategies that meet the capacity and needs of the potential beneficiaries should be developed by the Woreda and zone education officials.
2. Provision of technical support and orientation should be a major activity for empowering local communities to take full responsibilities. Training of community members, parents, school functionaries and local government officials can increase participation. School boards/ KETB members ought to be oriented on required standards such as school expansion principles, financial procedures and expectations, to facilitate monitoring and evaluation activities by the responsible authorities.
3. It has been acknowledged that educational access will be successful with the active participation of the local community. In order to enhance community participation, communication transparency between the concerned bodies and the community should be clear and understandable to one another. The primary target should be to make the local community believe that the schools are their own property and then they will participate in

construction, expansion and renovation of schools as well as in the supply of educational materials on a voluntary basis.

4. Special attention should be given for training and promoting the local community in making awareness creation of the community in participation community in order to participate community transparency and developing confidence of the community in order to participate effectively in expanding and enhancing educational access in their locality or Kebeles. To expand schools and enhance education access, the local community should play an important role in all aspects of education from raising resources to managing schools. KETB and WETB members have to raise the awareness of the local community on the benefits of education and encouraging parents/ communities to send their children to schools so as to increase access and reduce drop out.

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APPENDIX -A
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies
Questionnaires to be Filled by the Government School or Kebele Education and Training Board
(KETB) Members.

Purpose

This questionnaire is developed to collect primary data on the level of community participation for improving access in primary education in the Hadiya Zone/ SNNPR. The cooperation of the school or Kebele Education and Training Boards (KETBs) is indispensable for accomplishment of this study and your opinion is confidential and used only for the study purpose.

Who should fill the questionnaire?

The questionnaire is to be filled by the following school or Kebele education and training board (KETB) members.

- Representative of Kebele administration
- Primary school directors
- Representatives of school teachers association
- Representatives of parent-teacher association (PTA)
- Representatives of parents and students.
- Representatives of youth and women associations.

Therefore, please respond to all the questions completely and frankly.

Thank you in advance

Direction: 1. Not important to write your name.

2. Please, encircle the choice of your answer for multiple choice questions.

3. Give brief and clear answers to open-ended questions.

General Information

1. Zone _____ Woreda _____ School _____

2. Sex: Male _____ Female _____

3. Occupation: Daily Laborer _____ Self Employee _____ Government employee _____
 _____ Farmer _____
 _____ Other (specify) _____
4. Level of education (literacy): Illiterate _____ Read and write _____ Elementary school
 _____ Secondary School _____ TTI _____
 _____ Diploma _____ Degree and Above _____ If any other (specify) _____
5. Status: Parent _____ Non-parent Community Member _____
6. Age: a) 20-25 b). 26-31 c) 32-37 d) 38-43 e) 44 and above
7. Do you have children attending in this school? a) yes b) no
8. Does your committee have meeting schedule to perform its functions (responsibilities)? a)
 yes b) no
9. If yes how often do you hold meeting?
 a) every month b) twice a month c) every semester
 d) twice a semester e) every two month once
10. 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
11. How do you assist your child?
 _____ a) providing materials needed
 _____ b) arrange time and place for study
 _____ c) communicate with the school about the achievement of my son/daughter
 _____ d) all
12. How often does the board (KETB) make discussion to mobilize the local community in improving access
 to education?
 _____ a) always
 _____ b) some times
 _____ c) never
13. How often are you invited to the school meetings or involved in school activities?
 _____ a) very often
 _____ b) often
 _____ c) sometimes
 _____ d) not at all
 _____ e) any other (specify) _____

14. Do Kebele Education and Training boards (KETBs) participate in the following activities? Put (✓) mark to indicate your response.

No	Activities	Level of Participation				
		Very high	High	Medium	Low	Very low
1	In managerial activities in schools.					
2	Planning yearly schedule for community activities					
3	Ready to take responsibilities in decision making activities in schools					
4	Hold discussion with parents and general community in identifying school problems.					
5	Discussing with schools and give suggestion to situations of dropout students.					
6	Regular discussion with schools and community about school age children to come to school.					
7	Providing labour for school construction.					
8	Providing money for school construction					
9	Holding discussions and give suggestions for expansion of schools in the Kebele.					
10	Discussing with schools and community in general about selection of sites of new school building.					
11	Solving problems related to student's discipline					

15. In your school, who decides what one should contribute?

- _____ a) the Woreda administration
- _____ b) the Kebele administration
- _____ c) the school
- _____ d) the Kebele education and training board (KETB)
- _____ e) parent teacher association (PTA)
- _____ f) parents /community meetings

16. Do you contribute anything to school? a) Yes b. No

17. If your response is "yes", what do you contribute to school?

- a) labour
- b) money
- c) material for school construction
- d) skills and knowledge
- e). a and b

18. If your response for question 17 is money, what is the total amount of money that the community was provided to the school for last 2 years? Birr _____ (to be filled by the school director only).

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

- a) because the school board imposes on me
- b) because it is my responsibility to do it
- c) because my child learns there
- d) because others also do to their children
- e) any other _____

20. Which segments of the Society do you represent in the school board (KETB) board?

- a) teachers
- b) students
- c) directors
- d) parents
- e) any other (Specify) _____

21. Who do you think is responsible for the following activities? Please, put (✓) mark to indicate your response.

No	Activities	Responsible Body			
		Government	Parents of school children	Schools	Community in general
1	Construction of new schools				
2	Encouraging school-age children to come to school.				
3	Campaigning against dropout students				
4	Expanding schools in the locality or Kebele.				
5	Rehabilitation of the old schools				
6	Improving enrollment of children				
7	Maintenance of school furniture				
8	Maintenance of school fence.				
9	Involving in related to school development activities.				

APPENDIX -B

Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies
Questionnaire to be filled by the Woreda education and Training Boards (WETBs) and Zone
Education Department Management Members

Purpose

The purpose of this questionnaire is to collect first hand information on the level of community participation for improving access in primary education in the Hadiya Zone /SNNPR. Your cooperating in providing relevant and accurate information will be great help to the study and your opinion is confidential and used only for the study purpose.

Who should fill the questionnaire?

The questionnaire is to be filled by the following members of

1. Woreda Education and Training Boards
 - Heads of Woreda Education offices
 - Heads of Woreda Capacity building offices
 - Representatives of Kebele education and training board
 - Representatives of Woreda Teachers' association
 - Representatives of Woreda youth and women association
2. Zone education department management
 - Head of Education department
 - Head of Education Programs
 - Education Supervision expert
 - Curriculum expert

Therefore, please respond to all the questions provided in this instrument as honest and as possible.

Thank you in Advance

Direction: 1. No need to write your name.

2. Encircle the choice of your answer for multiple choice questions.
3. Give brief and clear answers to open-ended questions.

I. General Information

- _____ d) I don't know
5. What is the level of community participation in your locality?
- _____ a) high
- _____ b) medium
- _____ c) low
- _____ d) not known
6. Factor that enhance community participation in your locality is
- _____ a) providing training to empower the community.
- _____ b) develop the communities sense of ownership.
- _____ c) involve the community in all aspects of the school activities
- _____ e) any other (Specify) _____
7. Factor that inhibit community participation in your locality is
- _____ a) lack of confidence by the community.
- _____ b) lack of awareness creation of the community
- _____ c) lack of resources.
- _____ d) any other (Specify) _____

III. Regarding the school or Kebele Education and training Board /KETB

1. Is there the school or (KETB) board in the school?
- _____ a) yes
- _____ b) no
2. Which segments of the society do you represent in the school or KETB?
- _____ a) teachers
- _____ b) students
- _____ c) directors
- _____ d) parents
- _____ e) all
- _____ f) any other (specify) _____
3. What is your share of responsibility (duty) in the KETB?
- _____
- _____

4. Does the school /KETB have schedule for meeting in your school?
 _____ a) Yes
 _____ b) No
5. How often does the school (KETB) board discuss with the school or community to minimize the dropout of students?
 _____ a) always
 _____ b) most of the time
 _____ c) some times
 _____ d) never
6. What mechanisms the school or KETB board uses to encourage the parents to send their children to school? (Please, list them).

7. Does the school /KETB/ board usually mobilize the community to expand schools in their locality or kebele?
 _____ a) Yes
 _____ b) No
8. Did the school (KETB) board members get any training that could enable them to fulfill this duties and responsibilities?
 _____ a) Yes
 _____ b) No
9. How many times did they take the training?
 _____ a) once,
 _____ b) twice
 _____ c) three times
 _____ d) not at all

IV. Regarding parent –teacher association (PTA)

1. Is there PTA in the school?
 _____ a) Yes
 _____ b) No

2. Does the PTA have a permanent meeting program?
 _____ a) yes
 _____ b) no
3. The major duties and responsibilities of PTA are (Put (✓)mark in the space provided).
 _____ a. Equipping students with good ethical values
 _____ b. Conduct teachers' performance evaluation
 _____ c. Mobilize the school and local community to school development activities.
 _____ d. all e) any _____
4. Do the members of PTA know about their duties and responsibilities?
 _____ a) Yes
 _____ b) No
5. Do the members of PTA encourage the school and local community to provide any form of support to the school?
 _____ a. yes, they do always
 _____ b. yes, they do most of the time
 _____ c. yes, they do sometimes
 _____ d. never
6. Do the members of PTA usually discuss with the school and local community to minimize the dropout students?
 _____ a) Yes
 _____ b) No
7. If your response of question 6 is No, please, list the reasons

8. How do the members of PTA encourage the parents to send their children to school?
 _____ a) Discuss with the community during meetings
 _____ b) Making a campaign in the locality
 _____ c) Discussing with the school administration
 _____ d) Any (specify) _____

V. Regarding woreda Education and Training Board (WETB)

1. Is there WETB board in your woreda level?

- _____ a) Yes
 _____ b) No
2. Does the board (WETB) have a permanent meeting program?
 _____ a) Yes
 _____ b) No
3. How much do the members of the (WETB) board know their duties and responsibilities?
 _____ a) Very well
 _____ b) Average
 _____ c) Low
 _____ d) Never
 _____ e) Any other (specify) _____
4. Did the board (WETB) members get any training that could enable them to fulfill their duties and responsibilities?
 _____ a) Yes
 _____ b) No
5. How many times did they take the training?
 _____ a) once
 _____ b) Twice
 _____ c) Three times
 _____ d) Not at all
6. How often does the (WETB) board discuss with the communities or parents of the Woreda to send their children to schools?
 _____ a) always
 _____ b) most of the time
 _____ c) sometimes
 _____ d) never
7. How many times the board (WETB) makes a discussion program with the community? A) once
 b) twice c) Three times d) if any (specify) _____

8. How often does the (WETB) boards strive to minimize dropout rate of students in their woreda?
 _____ a) most of the time

- _____ b) some times
- _____ c) never
- _____ d) if any (specify) _____

9. How often does the (WETB) board use to mobilize the communities in the woreda level to expand educational accesses in every kebeles?

- _____ a) most of the time
- _____ b) some times
- _____ c) never
- _____ d) if any (specify) _____

10. Which segments of the society do you represent in WETB?

- _____ a) head of Woreda education office
- _____ b) Kebele education and training board (KETB)
- _____ c) Woreda youth and women association
- _____ d) Woreda teachers' association
- _____ e) if any (specify) _____

APPENDIX –C

Addis Ababa University

School of Graduate Studies

College of Education

Department of Curriculum and Teachers

Professional Development Studies

Interview to be conducted with zonal and Woreda Educational Officials

1. Zone _____ Woreda _____ Kebele _____
2. Sex _____ Male _____ Female _____
3. Responsibility _____
4. Do you regularly observe /visit primary schools in your zone/woreda?
5. What are the contributions of the local communities to the primary school improvement in your area/ locality?
6. Who decides what each member should contribute?
7. What do community members feel about what they contribute?
8. What role do you play in your level to improve educational access in primary schools in your area? Can you specify?


Thank you in Advance for your Cooperation

DECLARATION

I, the undersigned, declare that this thesis is my original work done under the guidance of Akalewold Eshete (Ass. Professor), and has not been presented for a degree in any other university.

All sources of materials used for the thesis have been duly acknowledge.

Name: Negash Digga

Signature: 

Place: Addis Ababa University

Date: July 16, 2007

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

Name: Akalewold Eshete

Signature: _____

Date: _____