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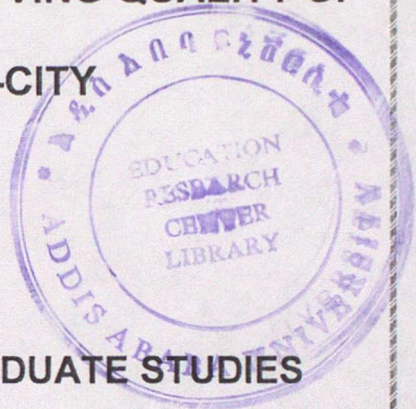
**COMMUNITY PARTICIPATION IN IMPROVING QUALITY OF
EDUCATION
THE CASE OF BOLE SUB-CITY**

**A THESIS
PRESENTED TO THE SCHOOL OF GRADUATE STUDIES**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION IN CURRICULUM AND
INSTRUCTION**

**BY
TEFERI BELLOW TEFERI**

**JUNE 2007
ADDIS ABABA**

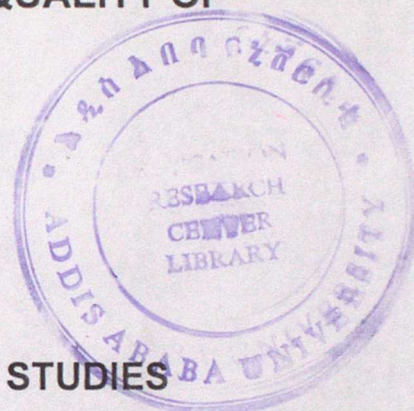


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QUALITY OF EDUCATION: THE CASE OF BOLE SUB – CITY

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Teferi Bellow Teferi

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ACRONYMS

AIR	-	American Institutes for Research
BESO	-	Basic Education System Overhaul
CBO	-	Community Based Organization
CSA	-	Central Statistics Authority
CSAP	-	Community School Activity program
CSP	-	Community support programme
EFA	-	Education For All
EMMA	-	Education Mass Media Agency
EMPDA	-	Education Material Production and Distribution Agency
ESDP	-	Education Sector Development Program
FDRE	-	Federal Democratic Republic of Ethiopia
GER	-	Gross Involvement Ratio
HIV/AIDS	-	Human Immune Virus and Acquired Immune Deficiency Syndrome
MOE	-	Ministry Of Education
MOF	-	Ministry Of Finance
NEB	-	National Examination Board of MOE
NETP	-	New Education and Training Policy
NGO	-	Non - Governmental organization
OECD	-	Organization for economic cooperation and development
PAP	-	Program Action Plan
PSR	-	Pupil Section Ratio
REB	-	Regional Education Bureau

- SDPRP - Sustainable Development and Poverty Reduction Programme
- SWOT - Analysis is made up of the Initial letters of four words strength, weakness, opportunities Treats
- T.T.I. - Teacher Training Institute
- TVET - Technical and Vocational Education and Training
- UNESCO - United Nations Education Scientific and Cultural Organization
- UNICEF - United Nations Children Fund
- VEC - Village Education Committee
- WEO - Woreda Education Office

ABSTRACT

The purpose of this study was to investigate the scope of community participation to identify the major problems and to come up with practical solution. in treating factors of the level of community participation, the study was done mainly though descriptive survey method.

the data were collected through questionnaires from PTA members, Teachers, Students, Principals, Supervisors, Woreda and Keblea education heads as well as Bole Sub-City education heads and experts, in addition statistical data obtained from the Sub-City and Addis Ababa education bureau. Documents regulations, guide lines and directives are also used.

The result indicated that the community participation in improving quality of education in Bole Sub-City is unsatisfactory. Parents are not still sufficiently involved in their children education hence the level of student achievement is decreasing; attendance home work tasks are more likely indicate low parents involvement.

This is found mainly to the lack of the new forms of community participation which is an integral part of the education reform program such as community participation in school improvement program, low community participation in curriculum design, low participation of the community in actual teaching as a resource person, supervision and monitoring of students attendance and participation in the form of offering less motivation to teachers to improve their performance.

It is absolutely necessary to enhance a school based management in which the local community directly participate in the management of the school, so the most important action which must be taken to encourage community participation in the Sub-City is to well come it.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND

Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively and affectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality.

When we say community participation in education, we are referring to students, teachers, parents and residents of the locality in general. Community participation is a central point in decentralized education system. Decentralization and community participation have a symbiotic relationship. Decentralization to be successful, demands some degree of local participation on the other hand meaningful participation of the local community requires decentralization of some of the role and responsibilities for instance, Williams (1994) stresses that until the middle of the last century responsibility for education children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today. Community participation in Education hasn't been fully recognized not extended systematically to a wider practice.

Increasing amounts of research on this topic have been conducted since the late 1980s and there are more and more resources becoming available in preparing and implementing the efforts of community involvement in education, it is important to understand the whole picture of community participation. How it works what forms

are used what benefits it can yield, and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms participatory operations in education can achieve many objectives, including increasing the relevance and quality of education, improving ownership, reaching disadvantage of groups, mobilizing additional resources, and building institutional capacity. A number of participatory projects across the developing regions of Africa, Latin America and Asia have been initiated to improve the quality of education through community funding mechanisms.

Concerning community participation ESDP - (1998) also forwarded the following similar points in its action plan.

The goals of ESDP will be ambitious and cannot be achieved by government alone; community participation is one of the strategies that should be used to achieve the goals.

Community participation, if properly managed is a powerful tool. Community participation in development of schooling can effectively participate in school construction, beautification, security, and maintenance of school building and site. It can also play a key role in encouraging parents to send their children's to school and motivate children to stay in school particularly girls. It can also effectively participate in the management of school; including teachers to ensure that they come to class regularly, and teach effectively.

Regarding community participation in education, The Ethiopian sustainable development and poverty reduction program SDPRP (2002) has clearly mentioned

the following of pre - primary education remains exclusively outside the responsibility of the government.

Participatory community participation is an educational and empowering process in which people in partnership with each other and those able to assist them, identify problems and needs, mobilize resources and assume responsibility themselves to plan, manage, control and assess the individual and collective actions that they themselves decide upon. In this regard Burkey (1988) mention the following. It is educational because a multidirectional exchange of knowledge takes place in the interactions between individuals, group change agents and external institutions.

It is empowering because experiencing in how to influence, implement and control activities of collective action.

It is a process because people must begin from what they know and from where they are from this modest start they can gradually increase their knowledge and control over the school activity. It must be partnership between parents, teachers and students. Individuals alone can not effectively change their educational environment.

Problems and needs must be identified by the intended beneficiaries and not be as summed to exist by external authorities.

Resources must be mobilized to fuel the engine of educational development.

Individuals and groups must assume responsibility for planning, managing, and assessing their action if they are to control them. This also ensures maximum community participation.

Many international development agencies and NGOs have concluded that community participation is important for educational access and quality (Colletta and

Perkins, 1995 UNICEF, 1999) few studies offer empirical evidence to indicate how exactly parents and other community members are involved in supporting schools, and whether that support is teaching and learning or other aspect of schooling. Hence there are many reasons to recognize the significance of community participation and understand the major reasons for educational development. Therefore the researcher tries to examine whether these factors are satisfactory or unsatisfactory in the education system of the subject understudy.

1.2. STATEMENT OF THE PROBLEM

Community participation now - a - days is the catch phrase in the field of international development. The World Bank (2000) describes community participation as a process through which the stake holders' influence and share control over development initiatives and decisions and resources which affect them. The tasks of providing education to citizens are enormous first and for most providing such education for more people cost more money. That is, schools have to be built, teachers have to be trained, and textbooks have to be furnished with the necessary facilities. Etc. sometimes a completely renewal of the education n system may be required, However the government or the ministry of education alone can not accomplish all these successfully and therefore involvement that is community participation in this process, is very important. In other words, the government should share the task with the community. The question here thus, how best could this be materialized? It needs in - depth search, analysis and workable recommendations.

In general many authorities suggest that community participation in schooling is considered local level participation in school operation to be integral part of recent decentralization reforms and away to increases educational access and quality. Therefore in light of these and other related factors and concepts, the main purpose of this study is to improve the quality of education in Bole sub - city. Hence the study attempts to answer the following basic questions.

- 1) What is the level of community participation in Bole sub - city?
- 2) What are the factors that affect community participation in improving quality of education?
- 3) What are the strategies to be devised to strength and improve community participation in Bole sub - city?
- 4) Who are the partners in Meaningful involvement of the community participation?
- 5) Has community involvement made a difference in the provision of education in Bole sub - city?

1.3. OBJECTIVE OF THE STUDY

The objective of this research is to study:-

- Community involvement in education.
- The knowledge and attitude of the local community towards improving quality of education.
- The level of local capacity in educational planning and management.
- The level of new form of community participation which is an integral part of the educational reform programme.

1.4. SIGNIFICANCE OF THE STUDY

The study is significant for the following major reasons.

- 1) The study identifies major factors that have influences on community participation in Bole sub - city.
- 2) It may give clue on measures to be taken and strategies to be devised to the role of the community participation in improving quality of education Bole sub - city.
- 3) It may help to evaluate the relevance of community participation.
- 4) The study may be used as a source of additional material for further study in area of community participation.

1.5. DELIMITATION OF THE STUDY

The scope of this study is delimited to Bole sub - city in Addis Ababa. However this study is delimited to the survey of community participation in improving quality of education in 7 government and public schools found in Bole sub – city. Conducting a research study in all education offices in Addis Ababa up to the Werda level would be un - manageable due to material, financial and time constraints. As a result the study is delimited to survey of community participation in improving quality of education with particular reference to Bole sub - city.

1.6. LIMITATION OF THE STUDY

This study is designed to focus on government and public schools found in Bole Sub – City Administration which is about 36 however because of the financial and time constraints the study has covered only 7 governments and public schools. Therefore the result of the study should be considered with this limitation.

1.7. RESEARCH METHODOLOGY SOURCE OF DATA, AND SAMPLING

1.7.1. METHOD

A descriptive survey method is used as this method is believed to be appropriate for the study of the role of community participation in improving quality of education in Bole sub - city.

1.7.2. SOURCE OF DATA

The major sources of data were PTA members, Teachers, principals, supervisions, woreda and Kebleas education heads as well as Bole sub - city education heads and experts, in addition statistical data obtained from the sub - city and Addis Ababa educational bureau. Documents, regulations guide lines and directives are also used.

1.7.3. SAMPLING TECHNIQUE

Purposive sampling technique was used in selecting seven schools from Bole sub – city. The woredas were selected on random basis.

1.7.4. PROCEDURES DATA GATHERING INSTRUMENTS AND PILOT TEST

1.7.4.1. PROCEDURES

The following procedures will be taken into consideration to deal with issue of community participation in Bole sub - city.

- Relevant literature will be assessed to get acquaintance with issue under consideration.
- Statistical data from the sources indicated will be secured and analyzed.

- Before administering the questioner pilot study was carried out in one junior high school namely Misrak dele Junior high school. There was no major change in the instruments except making some correction and improvement in language and sequence of very few questions.
- After improving the instrument administration of the instruments were followed. i.e. questionnaires responses were tallied, tabulated and eventually analysis of the data collected were made using appropriate statistical tools.

1.7.4.2. DATA GATHERING INSTRUMENTS

Data collected mainly using open and closed ended questionnaires which is supplemented by unstructured interview question to obtain factual information, opinion and attitude of respondents.

1.7.4.3. PILOT TEST

A draft of questionnaire was first administered to Mesrak Dele Junior high school. This helped to get feed back as to whether it is constructed properly or not, and it also helped to improve the questions.

1.8. METHODS OF DATA ANALYSIS

In view of descriptive nature of the study, the raw data were carefully tallied. Tabulated and frequency counts were converted into percentage to analyze the data obtained through questionnaires.

The information obtained through interview supplements the data through narrative description.

1.9. DEFINITION OF KEY TERMS

1.9.1. COMMUNITY

Community can be defined as a group of people living together in specific area and sharing similar economic, political, and cultural experience. It involve all resident of and is regardless of sex, age, social, economic states and profession, no community is homogenous whole all communities have a range of different interest group.

1.9.2. COMMUNITY PARTICIPATION

Community participation is a development strategy in which the beneficiaries have strong influence on the direction and execution of development project economic and social life.

Community participation is one of the key ingredients of an empowered community participation is the heart that pumps the community's life blood-its citizens into the community business. It is principle so important that has made active citizen involvement in all aspects of strategic plan development and implementation a condition for continued participation in its empowerment programs.

1.9.3. PARTICIPATORY APPROACH

Participatory approach often known as community centered, has evolved over the past decade as a means helping community take grater control of their lives and their environment by developing their skills in problem solving and resource management.

1.9.4. QUALITY OF EDUCATION

Many definition of quality in education exist, testing to the complexity and multifaceted nature of the concept. The term efficiency, effectiveness, equity and quality often been used synonymously (Adams, 1993).

Considerable consensus exists around the basic dimensions of quality of education today.

However quality of education as to Adams (1993) includes.

- Learners who are healthy, well nourished and ready to participate and learn and supported in learning by their families or communities.
- Environment that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of gender, health, and nutrition, peace, and HIV/AIDS prevention.
- Processes through which trained teachers use child centered teaching approaches in well managed classroom and school and skillful assessment to facilitate learning and reduce disparities.
- Outcome that encompass knowledge skills and attitudes and are linked to national goals for education and positive participation in society.

1.9.5. SCHOOLS BOARD/ COMMITTEE

A committee whose members are drawn from local councils, teachers and students representatives, school directors and individuals who are known to have patronized the advancement of education in their communities. The committee is

responsible among other things to oversee the well functioning of the school, to endorse the school budget, to oversee the promotion of teachers, to coordinate parents, teachers and students relations and educational activities. MOE 1988 E.C.

1.9.6. WOREDA EDUCATION AND TRAINING BOARD

A management board whose members are drawn from the population development offices and organization 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 the woreda. (MOE 1988 E.C. 6 - 7)

1.9.7. PARTNERSHIP

Partnership means a relationship in which two or more people or organizations work together as partners. Like community, is a much abused term. It is useful when a number of different interests willingly come together formally or informally to achieve some common purpose. The partners don't have to be equal in skills, funds or even confidence. But they do have to trust each other and share some commitment.

1.10. ORGANIZATION OF THE STUDY

This study is organized in four chapters. The first chapter deals with the formulation and statement of the problem, delimitation of the study, limitation of the study, significance of the study and definition of key terms. The research methodology and procedure of the study employed to collect and analyzed the data are also included in this chapter. The second chapter presents a review of related literature. The third

chapter is concerned with the presentation analyses and interpretation of data
summary, conclusion and recommendation are presented on the fourth chapter.

3

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality.

This is not to say that community participation is how you know in the education delivery, however. It did not suddenly appear as panacea to (solve) complex problems related to education. In fact, not all communities have played a passive role in children's education. For instance, Williams (1994) stresses that until the middle of the last century, responsibility for education children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn't been fully recognize not extended systematically to a wider practice.

Increasing amounts of research on this topic have been conducted since the late 1980s, and there are more and more resources becoming available. In preparing and implementing and efforts of promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access

and quality is not simple and involves various forms. Participation operations in education can achieve many objectives, including increasing the relevance and quality of education, improving ownership, reaching disadvantage of groups, mobilizing additional resources and building institutional capacity.

2.2. Community Participation

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1964) points out three aspects of communities. First, community is a group structure, whether formally or informally organized; in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space. Second members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility:

Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious community, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across

membership based on geographic location. The third one is community based on shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

2.3. Participation

The term " participation " can be interpreted in various ways, depending on the context, Shaffer (19940) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- Involvement though the contribution (or extraction) of money, materials, and labor;
- Involvement though 'attendance' (e.g. at parents' meetings at school).
Implying passive acceptance of decisions made by others;
- Involvement through consultation on a particular issue;
- Participation in the delivery of a service, often as partner with other actors;
- Participation as implantations of delegated powers; and
- Participation "in real decision making at every stage," including identification of problems, the study of feasibility, planning, implementation, and evaluation.

The goal of any kind of activity that attempts to involve community and families/ parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various

reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying the following rationales that importance of community participation in education.

Shaffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- Collecting and analyzing information;
- Defining priorities and setting goals:
- Assessing available resources;
- Decoding on and planning programs;
- Designing strategies to implement these programs and dividing responsibilities among participants;
- Managing programs;
- Monitoring progress of the programs; and
- Evaluating results and impacts.

2.4. Community participation in education

Further education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that

can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities with society.

Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnership between schools, parents, and community.

Many research studies have identified various ways of community participation in education providing specific channels through which communities can be involved in children's education. Colletta and Perkins (1995) illustrate various forms of community participation (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction.

Heneveld and Craig (1996) illustrate various forms and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction. Williams (1994) argue that there are three models of Education and Community. The first one is traditional community-based education, in which communities

provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized.

Economic, plays a minor role, providing little basis for political integration at the national level. The second model is government-provided education, in which government have assumed responsibility for providing education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability have proven that governments cannot provide the community with adequate the educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role in government provision of education. Williams further presents a model that shows the relations between the role if community and local demand.

Epstein (1995, 1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to (a) improve school programs and school climate; (b) provide family services and support; (c) increase parents' skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. Further summarizes various types of involvement to explain how schools, families, and communities can work productively together:-

- 1) Parenting – to help all families to establish home environments to establish home environments that support children's learning at school;
- 2) Communicating – to design effective forms of school – to – school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home;
- 3) Volunteering-to recruit and organize parent help and support;
- 4) Learning at home-to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning;
- 5) Decision making-to include families in school decisions, to have parent leaders and representatives in school meeting; and
- 6) Collaborating with the community-to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

2.5. Maximizing Limited resources

Most governments all over the world have been committed to delivering education for their children. Particularly after the world conference of Education for All, assembled in Thailand in 1990' an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resource and capacities. Learning materials as well as human resources are

limited everywhere, particularly in developing countries, the focus has shifted to finding efficient and effective ways to utilize existing limited resources.

Although some communities have historically been involved in their children's education, it hasn't been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools. Further more. Parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery. In Madagascar, where Government investments at the primary level have been extremely low parents and communities contribute money; labor and materials (World Bank 19995b) the absence of government support leaves the school infrastructure, equipment, and pupil supplies to the parents and the community. As a result, community and parents are in the center.

2.6. Developing Relevant Curriculum and Learning Materials

Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning with what they have already known,

In Papua New Guinea, community schools set the goal to link the culture of the pupil home community with the culture of the school. Accordingly, the schools consider the community as the center of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development which enables community life. Such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum Goldring, (1994)

Another example is found in Colombia's Escuela Nueva program for multigrade schools that schools that incorporates a number of innovative components, including community participation in school curriculum (Colletta and Perkins, 1995). In each learning task, self-instructional textbooks guide students to identify examples and cultural elements from their own experience and allow local materials to be accumulated in the learning centers. The oral tradition is transcribed and classified. Local crafts, jobs and economic activities, health problems, geography, landscapes, transport, sports, dances, foods, animals, vegetation in Escuela Nueva are using curriculum relevant to their way of life and that of their communities which helps develop a series of basic learning needs, skills attitudes, values, and knowledge that involve the children to

continue learning and applying what they learn in their communities (de Arboleda, 1990).

2.7. Identifying and addressing problems

Communicates can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated in the case of the Gambia, in which the techniques of participatory Rural Appraisal (PRA) were adapted to education. The work was carried out order to understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions World Bank 1995a.

Thirteen local researchers were trained in PRA which allowed the participation of all groups in a community, including illiterate and literate, young and old, females and males. A sample of seven rural villages was selected, in which a team of researchers worked with residents focusing on group discussion, mapping of the village, calendars of income and expenditure, and matrices of community and education problems. The research revealed that key disincentives to educating girls were related to (a) inadequate supply of schools, particularly middle schools; (b) high costs if schooling (c) higher risk of early pregnancy; (d) loss of respect for traditional values, particularly obedience and humility towards husbands; and (e) receptions, particularly among men, the girls will be less successful in life generally. A father step was taken in two of the seven communities where residences were invited to select six important problems from a longer list that they had developed previously which they could begin to

addressee in a practical way, utilizing mainly their own resources various options for solving problems were divides and those seeming to have the highest chance of success were integrated into a community Action plant.

2.8. Promoting Girls' Education

Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Parents and school activities also encouraged to express their concern, and reasons why they are not sending their daughters' schools located in distance concerned about the security of their daughters on the way to and from the school. In addition, since girls are important labors in the household, helping their mothers to do the chores and take care of their young siblings the time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education, elderly people or religious leaders who are

respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

2.9. Creating and Nourishing Community School partnerships

There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families; teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling (Carino and Valismo, 1994)

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, tradition, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems. One example is found in the Social Forestry, Education and participation pilot project (SFEP) in Thailand, documented by Mc Donough and Wheeler (1998).

The purpose of the project is to change teaching, learning, and school-community relations by involving fifth and six grade students in studies of local village problems related to forest management. The students visited communities and asked questions about village history and the origins and causes of various forest-related problems. Community members helped them

understand concepts taught in schools and students used any resource available within the communities to enhance their understanding. In addition to gathering data from villagers, students went to nearby forests to study plants and animals as part of their regular science lessons. Some local villagers came along as "experts" to help them understand various species indigenous to that village. Mc Donough and Wheeler examined the project and found that communities have much to contribute to the education of the youth. If given the chance to become more involved in the education of their youth, communities came to see that their knowledge about village history, social relations, and economic structure is relevant to what students could learn in school. In addition, the curriculum can be linked to daily life and teachers are able to use a much wider array of resources to improve student learning.

2.10. Realizing Democracy

Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools many people, especially minority groups in many developing countries, develop this kind of negative attitudes towards schools because teachers with respect do not treat them. For instance, those who do not speak the country's official language and embrace other than mainstream traditions and cultural diversity. In the history, there were times when children were prohibited from speaking their first language in schools and they got severe

punishment when they broke the rule imposed by the school or the government. This education environment is unfavorable to parents and children and therefore, contributes to these student's low participation, poor academic performance, and high repeat and dropout rates. Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable participating in schools.

Reimers (1997) considers the case of Fey Algeria (Faith and Joy), a non-governmental organization which provides formal and no formal education at different levels in 12 countries in Latin America, as a good illustration of this approach. Fey Algeria schools attempt to achieve the curriculum that recognizes and builds on the community where the students live. He schools also aim to use teacher training to appreciation of the diversity of student background and students' use of non-standard forms of language in school. This innovation attempts to place the schools where they belong in the community, and promote mechanisms for community involvement in running the school. Reamers argue, "This is very important for the support of democracy as it promotes local participation to solve local problems-education."

More over, parental involvement in education is seen as a right, or as an outright democratic value in some countries. According to OECD study (1997), "in Demark, England, and Wales, parents have a right to be represented on the governing bodies of schools; the parent's Charter gives English and Welsh parent a number of rights, including the right to certain information from the school; in Spain, the constitution recognized the right of teachers, parents and

students to participate in defining the scope and nature of the education service; and forthcoming legislation in Ireland will place parents at the center of the education process, and give them a wide range of statutory rights in relation to education.

2.11. Increasing Accountability

Parental involvement in education, particularly in school governance, is seen as means of making school more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States. The notion of parental envelopment for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 1997).

The extensive examination of six case studies on the Philippines, Kenya, Bangladesh, Pakistan, Colombia and Bolivia lead Rugh and Bossier (1998) to the conclusion that teachers and other school staff feel they should be accountable to community clients only when the community holds some power over them: when they either come from the same village and have social ties; if their continued employment or salaries depend on community satisfaction; or sometimes when community education committees exist to manage the schools and members are empowered to exert their influence (P.175). They also argue that accountability is developed through routine parents' meetings and reporting systems on student progress. When parents contribute their time, labor,

materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teachers' performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

A community Support program (CSP) process in Pakistan was developed to ensure village commitment to girls' education. It defines the responsibilities of the community and the Directorate of primary Education. The greater the participation of the community, both financially and in-kind, means they are more likely to demand accountability from staff. Parents are also more involved in the day-to-day management of the school where they see what is happening and what needs to be corrected. The CSP has formed village Education Committee (VEC) that consists of five to seven men whose daughters will attend the school. VECs are formed to serve as the school's official representative to the government. The forming of VECs has contributed to the CSP's establishment of an organizational structure that encourages teachers' and local administrators' accountability to parents. Once the school is opened, VEC members are empowered to report teacher attendance or behavior problems to the government and recommend teachers for training.

2.12. Ensuring Sustainability

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private intuitions, or donor organizations, in

this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1992). Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or program.

2.13. Improving Home Environment

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. A World Bank study (1997) which analyzed primary education in India, discovered that families aware of the importance of education can contribute much to their children's learning achievement, even in disadvantaged districts. It also shows that students from families that encouraged children's schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspirations, scored significantly higher on tests of learning achievement.

Further more. Families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. From their extensive literature research, Heneveld and Craig (1996) argue that parent and the community are one of the key factors to determine school effectiveness because they can prepare children's readiness to come to school and their cognitive development, by ensuring children's well-balanced nutrition and health.

2.14. How can community participation improve education?

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery

- Advocating enrollment and education benefits;
- Boosting moral of schools staff;
- Raising money for schools;
- Ensuring students' regular attendance and completion;
- Construction, repairing, and improving school facilities;
- Contributing in labor, materials, land and funds;
- Recruiting and supporting teachers'
- Making decisions about school locations and schedules;
- Monitoring and following up on teacher attendance and performance;
- Forming village education committees to manage schools;

- Actively attending school meetings to learn about children's learning progress and classroom behavior;
- Providing skill instruction and local culture information.
- Helping children with studying;
- Garnering more resources from and solving problems through the education bureaucracy;
- Advocating and promoting girls' education;
- Scheduling school calendars;
- Handling the budget to operate schools;
- Identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and
- Preparing children's readiness for schooling by providing them with adequate nutrition and stimulate for their cognitive development. World Bank (1994)

How can community participation support teachers?

Among various forms of community contributions, some are specifically aimed to support teachers. For instance, communities can provide, or construct, housing for teachers who are from outside of the community. In rural areas, lack of qualified teachers is critical, and preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to stay in or go to urban areas.

Teachers can benefit from communities' active participation in their children's school. For example community members themselves can be a rich resource to

support teachers' practice in classrooms by facilitating children's learning. In the social Forestry, Education and participation pilot project in Thailand (Mc Donough and Wheeler, 1998), local villagers came to schools and helped students understand various species indigenous to that village. Community members can help students understand various species indigenous to that village. Community members can help students understand concepts which teachers teach in classrooms by having the students coming to community, interacting with community members who are knowledgeable about village history and the certain issues faced by the community. Respected community members can become knowledgeable lectures who can come to the classrooms, and teach students issues faced by the community.

Also, community members can support teachers by contributing their skill to speak the local language when the majority of students don't understand the teacher's language of instruction. They can attend classrooms as interpreters who not only translate languages but also help teachers as well as students by bridging the gap that exists between cultural values of reaches and those of students. Furthermore, parents and community members can contribute to teachers' teaching materials by providing them with knowledge and materials are locally sensitive and more familiarly to children.

Community participation in education can also be a powerful incentive for teachers. Teachers' absenteeism and lack of punctuality to show up in classrooms on time are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance

by communities, they tend to be more aware of what they do. Feedback from parents and the community about their teaching performance and be a strong tool to motivate teachers, if schools are also collaborative.

2.2.2. RATIONAL FOR COMMUNITY PARTICIPATION

Community participation in education has a number of advantages. It paves a way of building up on important aspirations by encouraging:

- Greater equity and democracy,
- Greater ownership of and responsiveness toward schools, and
- Increase recognition of the value of education for all

In other words, it is likely to improve resources for schools, relevance of schools in terms of culture, curriculum and schedule and reduces the work burden of teachers and principals.

Nowadays a number of countries have realized the importance of community participation as a social policy development and decision. Many writers (such as Frankel, 1992; Burkey, 1993; Morley et al. 1993; World Bank, 1993) argue that resources are more likely to be utilized more effectively when the community is given greater social control over the planning and implementation of health and education services.

Community participation can also facilitate the development of the organization of services on a community basis. UNICEF (1986) states that greater participation can minimize development costs, it ensures greater equity of the benefits of development with and across communities, and increases the impact and

sustainability of development programs by encouraging more of a "hand-crafted approach to development".

2.2.3. APPROACHES TO PARTICIPATION

Governments, schools, communities and NGOs are the major actors in education. The norms, values, work procedures, knowledge and skills of the major actors of education and motivation of people working in them affect participation.

Schaeffer (1994) points out that the political system of a country (depending on its ideology. Policies (Legitimacy and strength) may ignore, resist, or actively prohibit greater participation or it may permit, encourage and actively facilitate it. However, at times even if the politics of a nation tend to encourage greater participation, the administrative side of government often does the opposite. Government structures and procedures are often does the opposite. Government structures and procedures are often centralized, standardized, and hierarchical based on departmental or scrotal lines, which make difficult any attempt to respond to local conditions and needs and to integrate development efforts. Bureaucracies often have inflexible procedures of planning, decision-making, program implementation, evolution, etc. such situations lead to the rapid assessment of easily quantifiable output and the desire for immediate success (Shaffer, 1994)

A school is composed of both teachers and head teachers and principals. Head teachers are viewed from two contexts. On one hand, as the lowest end of the government bureaucracy, trusted to carry out its administrative tasks and deliver its educational instruction to teachers; in this sense, they may share many of the characteristics of government administrators.

On the other hand, head teachers are primarily responsible for pedagogical issues, of course with administration tasks, but generally treated by the bureaucracy in the same way as teachers. Teachers often consider themselves masters or mistresses of their classrooms, already trained and certified, and therefore may have little interest either in receiving advice from superiors in sharing experience with peers. They may also disqualify the experience of parents and reject or fear the involvement of parents in issues related to teaching and learning (Choh and Rossmiller, 1987). Hence, the approach to participation should consider the nature of school community.

Communities can be defined by law and geography, culture and language, class and caste. They can be heterogeneous or homogeneous, unite or born by conflict, poor or rich, sunk in fatalism or vibrant with optimism. They can be governed by leaders chosen democratically and acting relatively autonomously from other levels of government, or by leaders imposed from above and representing central authorities. Communities of disadvantage areas lack social units and even informal local organizations which might be mobilized for greater participation. Others may have quite active local associations Korten, (1981). Especially in socially and economically marginal regions, communities are generally not deeply involved as external actors in formal education.

2.2.4.1. Advantages of community participation

Participatory approaches to education can lead to changes both in the nature of education and among the actors themselves. Shaffer (1994) indicates the followings:

- It will facilitate the gathering of more resources for education;
- It will lead to an increase in the supply of education, leading itself to more districts being covered, more teachers trained, more materials produced, more clients served:
- It will result in an improvement in the quality and relevance of education;
- It will help develop greater school efficiency and high pupil achievement which will have higher enrollment and better academic results;
- It will help achieve new knowledge, skills, attitudes, and behaviors within the community; more learning by the community, greater awareness of the potential of education, the greater involvement of women in education in community affairs.

2.2.4.2. Risk of community participation

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, and ethnicity. Language, culture, race and so on. Even through marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present during discussion, they are not necessarily give a chance to express their views to the same degree as others.

In attempts to understand factors that prevent communities from being involved in formal education. Shaffer (1992) found that the degree of communality participation

is particularly low in socially and economically marginal regions. This is because such regions tend to have the following elements: (a) a lack of appreciation of the overall objectives of education; (b) a mismatch between what parents expect of education and what the school is seen as providing; (c) the belief that education is essentially the task of the state; (d) the length of time required to realize the benefits of better schooling; and (e) ignorance of the structure, functions, and constraints of the school.

Challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality. They section between attempts to turn to specific challenges and problems that have been witnessed among teachers, and parents and communities, Resistance among teachers, not all welcome parents' and communities' participation in education. They tend to feel they are losing authority within schools, as power is taken by community and parents. At The same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities.

Gaynor (1998) analyzes the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that parents many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the El Salvador's EDUCO project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement believing that it will diminish public regard for their professional status.

2.2.5. Parents and Communities

Not all parents and community members are willing to get involved in school activities. Some have had negative schooling experience themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Even through they see the benefits to send children to schools, opportunity costs are oftentimes too high to pat.

A World Bank study of social assessment of community managed-school, in EL Salvador (Pena, 1995) reveals that even though the parents valued education and had a positive attitude regarding the teachers, they were suspicious about the government. This wariness, combined with lack of communication, fostered the fear that education would be privatized and parents would have to pay for education services. Parents are optimistic about the economic value of education, but their optimism decreases when they re asked to think about the role of education in their own lives. Furthermore, because of parents' relative lack of education and the way the traditional Scholl systems are structured, parents are teachers* perceive their roles as separate from one another, without substantial parental interaction with teachers or involvement in the school themselves.

2.2.6. What needs to be order to improve the practice?

Although community participation can be a strong tool to tackle some education problems, it is not panacea that can solve all the problems encountered in the

education sector. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature. This section illustrates some issues that need to be solved in order to improve the practices of involving communities in the education delivery.

2.2.7. To understand the Nature of Community

As discussed previously, no community, group, or household is homogenous. Thus, it is crucial to examine and understand community contexts, including characteristics and power balanced. It is important to examine the degree of community participation in some activities in society, since communities are traditionally involved in community activities, while others are not used to working together with schools or even other community members. Careful examination of communities is necessary to successfully carry out activities promoting community participation.

Within the education sector, it is importance to understand the current formal structure and the function of school / parent / community organizations. As Shaffer (1994) articulates, various kinds of organizations exist in many countries in order to bring parents together. Some organizations include teachers and other school staff. Membership, mandate, and level of activity vary from one organizing to another. For instance, in the Philippines some schools have PTAs based on classrooms, grade levels, and the school itself; in Indonesia only organizations of parents are allowed to exist; and in Papua New Guinea boards of governors and of management also include representatives from other parts of the community. In

many countries, these organizations exist within some formal framework of laws and regulations, which govern their structure and functions. Such regulations may be quite specific in their definition of what the organization can or cannot do, or they may be very general in nature, allowing for considerable flexibility in their application.

Some specific questions to understand existing organizations include (taken from Shaeffer, 1994):

- What kind of school /parent/ community structure (s) or organizations (s) are found?
- Who can be members of these organizations?
- What are the criteria for membership?
- How are members chosen?
- What are the functions, responsibilities, and rights of these organizations?
- What, if anything, are prohibited from doing? And
- What is the nature of the laws and /or regulations, which govern these organizations?

Furthermore, the following questions are useful in understanding the actual nature and performance of the organizations in the community, beyond the mandated functions:

- How do existing school /parent/ community organizations participate in school affairs?

- What level of participation differs widely by region (rural-urban), by the social and economic class of pupils and their families, and between public and private schools?
- Does level of participation differ widely by region (rural-urban), by the social and economic class of pupils and their families, and between public and private schools?
- Does the ministry simply assume these organizations exist, or does it actively seek to learn if they exist and what they do?
- Is there any attempt made in the Ministry's data gathering exercises to learn about the existence and activities of such organizations?
- To assess capabilities of communities and Responsible Agencies, and provide Assistance

It is necessary to assess community contexts, and the agencies responsible for promoting community participation efforts, in order to create specific plans or components of the projects.

When the agencies are not willing to collaborate with communities in achieving the objectives, it is important to help them understand why community participation is important, if they disagree, but implement the plans because they are told to, the results will be unfavorable. Communities, as well, need to have a good understanding of why they need to collaborate with schools, what benefits can be yielded.

However, understanding and are not enough. It is important to assess capabilities to carry out plans to promote community participation, including institutional capability, technical capability, and financial capability and political capability,

technical capability, and financial capability and political capability. Community participation in education requires communities to have: financial knowledge to handle funding transferred from outside; technical knowledge and skills to run schools; and political will to collaborate with agencies responsible for implementing efforts. It also requires teachers and other school staff to have political will not only to work with parent and communities but also to attempt to involve them in school operation Implementing.

2.2.8. Experiences of some countries

2.2.8.1. The Experience of Bolivia

Parents and communities in Bolivia have traditionally made cash and in-kind contributions to their children's school. However, they have historically had no voice in decisions directly affecting their children's education. Parents and communities have not been involved in selecting teachers, determining the school calendar, the language of instruction and content of materials, and content of materials, and evaluating teachers' attendance or behavior. Even when communities protest regarding teacher absenteeism, abuse of children, or other misbehavior, they only encounter administrative authorities that are habitually unresponsive. This poor educational system largely has resulted from strongly centralized decision-making, cronyism, and corruption.

In order to change this situation, the Bank supports the Education Reform project that aims to foster decentralization of administration to the regional and local levels. It also attempts to establish mechanisms for community participation and strengthen the capacity of entities at the departmental level and below, including local

communities, to effectively oversee delivery of education services and participate in the process of decision making.

The project is designed to support the government's educational reform strategy that introduces mechanisms to achieve the effective participation of parents and communities. The school Board,

Comprised parents and community members, works with District Education boards and Local Education Boards to review and approve key decisions at the corresponding level, such as selection of key personnel, budgets, yearly operating plans, school calendars, and selection of materials. The school Board will also approve all appointments of principals and teachers as well as the yearly budget, and will report on resource use. The school Board will be asked to evaluate aspects of teacher performance, in particular, their class attendance and treatment of children, and to participate in the identification of students' learning needs and in the overall definition of the new curriculum.

Designed to support the government's strategy of education reform, the project attempts to involve parents and local communities in decision making and the evaluation of the performance of service providers, in order to make the education system truly accountable to the people. In addition, the project regards school as a community resource, the center for community training programs and other extracurricular activities, thus allowing the community to assume its new responsibilities, and parents to better understand and carry out their role of supporting, and reinforcing the education of their children.

To set this process in motion from the outset of the education reform, school and local councils are created. These councils actively participate with local National

secretariat Education representatives in activities, including selecting teachers, allocating the budget, determining the language of instruction, and setting the school calendar. Furthermore, the councils provide continuing oversight of the education system at a community level. Because they are more directly accountable to the communities in which they work, teachers and administrators are more responsible to beneficiaries' needs, which is an important step to achieve decentralization of the education system.

Community participation in the decision making process is essential to making any governmental or private system, accountable to its beneficiaries. The success of the education reform program in Bolivia will be assessed by the degree to which school councils can be empowered and enabled to assume these responsibilities.

Factors associated with effective mechanisms of community participation include:

- a clearly defined legal framework that allows representative school councils to function with real decision-making authority;
- Establishment of non-politicized school and local councils, truly representative of the common interests prevalent within the community;
- Election of representatives to higher-level educational boards by local school councils, rather than by political appointment;
- Training for council members and community authorities in how to carry out their duties responsibly, including the objective assessment of financial responsibilities and operational performance;

- Timely and reliable reporting by school administrators to school councils on financial expenditures, facilities management, teacher and student performance, and other pertinent administrative information;
- Timely provision of information by the central and departmental authorities on innovative activities in other schools, and on the performance of the system in general as indicators to stimulate local initiatives and against which to measure progress; and
- Participation of the school council in the school budget process, including allocation of central government transfers as well as contributions in cash and in kind forms the community. World Bank. (1994).

The fact that 4,000 out of the 5,000 public primary schools had already organized parent-teacher associations (PTAs) in 1991 suggests a high degree of community involvement in schools in the Dominican Republic, although operated with limited or no monetary resources, the PTAs have been highly committed to improving educational effectiveness. Where established PTAs have been responsible for collecting the rental fees for the textbooks distributed in the mid-1980s. Additional funds collected by better-off associations have been used for modest inputs to school upkeep and for materials. PTAs also have managed the school feeding.

Given the fact that PTAs existed in a large number of the primary schools, the primary Education development project focuses on expanding and developing capabilities of parent-Teacher Associations in order to achieve effective and sustained community involvement in primary education. This improvement was based on strengthening the functions and capabilities of the Secretariat (Ministry) of the State for Education, Arts and Culture Department for Community participation,

including its regional representatives, and focus on providing regular support for the associations.

Specifically, the Department was responsible for arranging training to enhance participation techniques, procedures and practices for the associations; monitoring the relevant practices and activities; and promoting establishment of approximately 1,000 additional parent-teacher associations so that all 5,000 public primary schools were represented. Technical support of the associations in particular areas was the responsibility of the appropriate Department.

The support for developing the capacity of PTAs to increase involvement in school-based activities was directed towards the school maintenance and nutrition programs and the distribution of student textbooks and materials. Parent-teacher associations were responsible for the actual distribution of textbooks at the school level, while the National Book Bank was responsible for organizing the distribution and storage of the materials and maintaining control of inventory. The Department of Community Participation received technical assistance in program planning and management, community for office equipment, for one-to two-day orientations on community participation techniques for representatives of each parent-teacher association, for study tours for staff of the Department of Community participation to visit similar agencies in nearby countries, and for monitoring of community participation.

- ✓ As a summary, PTAs were expected to: (a) participate in the administration of the national examinations; (b) supervise the distribution of school lunches (and in some communities cook them); (c) raise funds for school activities; and (d) repair schools.

The principle behind involving the community in these activities was not primarily financial savings but the raising of consciousness and the awareness that buildings must be kept in good order and that parents must know and be involved in the functioning of the school.

According to the Implementation Completion Report, parents' associations were established for each primary school, as planned. It was also found that some communities were better prepared to do the tasks as planned in the project than others. Maintenance was the most successful parent task. About 560 schools were repaired with parent participation, exceeding the initial target of 375. PTAs also participated in the project programs for nutrition and helped distribute textbooks and materials. On an experimental basis, the PTAs also began to monitor teacher and student attendance. While limited in scope, the component yielded positive results, confirming the potential for increased participation and management inputs at the school level. World Bank (1991), World Bank (1998), World Bank (1999).

2.2.8.2. Experiences of some African countries

Community financing is dramatic where demand for schooling is strong but governments' inputs are inadequate. This has been particularly evident in parts of Africa:

- In Uganda, government provision of education for all was practically collapsed during the 1970s and remained deficient during the 1980s and 1990s. The gap was partly bridged by parents and broader communities, who at the primary school level met 65-90 per cent of total costs (World Bank, 1993e)

- Togo experienced a major crisis in government funding, especially after the mid-1980s. Communities and parents have had to provide one -to-two-thirds of the resources needed to operate public-sector schools (Bray, 1996b)
- The situation in Chad is comparable. In 1991-92 communities employed about 40 per cent of primary school teachers (World Bank, 1993c). They also made major contributions to buildings and infrastructure.
- One of the best-known examples of community support is the "Harambee" movement in Kenya. Harambee is a Swahilli word meaning "let's pull together", and the concept had been strongly promoted by the nation's politicians (Anderson, 1973; Mbithi & Rasmusson, 1997; Keller, 1980). At least in the rural areas, communities were generally expected to take responsibility for building and maintaining primary schools and in 1987, Harambee secondary schools made up nearly three quarters of the total

Even though the Ghanaian Government attempted to focus on social sector development and promote the development of human capital, the country was not successful in improving access to education for many children in rural areas, particularly to senior secondary schools. The existing schools were either boarding school with fees that many rural families could not afford, or were situated in the major towns, out of reach of most rural children. Under this circumstance the government requested Bank assistance to support about 140 local communities in their efforts in construction new senior secondary schools in educationally undersexed rural areas. The project was approved in 1991.

The Government first developed a system of providing matching grants for communities who were ready to undertake various development projects to improve their communities such as schools, health centers, public latrines and markets. It then estimated the cost of a particular type of project and on the basis of this, determined a level of support to be provided to communities undertaking the project anywhere in Ghana. ~~The Government provided to communities undertaking the project anywhere in Ghana.~~ The Government provided a two-thirds matching grants in two installments to the communities that first completed the building's foundation from their own resources, and be committed to provide one-thirds of an agreed fixed cost of particular type of building in cash, building materials or labor. The project also intended to help ensure that these new school not to become academic islands, but instead become real community schools serving the communities' interests, and local communities have access to the library books and share the facilities to which they will have contributed.

The implementation Completion Report concludes that the procurement for civil works handled directly by the district assemblies, (providing support to local communities in their construction activities, which each phase of work certified by independent technical auditors), proved to be effective. However, the Report also reveals that community contribution was below the 30 percent estimated at appraisal, even though all communities contributed their labor toward constructed at appraisal, even though all communities contributed their labor toward construction. Implementation experience showed that the key factor in the mobilization of community participation was local level leadership, but during the initial field survey no attempt was made to ascertain whether such leadership existed or not.

The Report discussed that when community participation it to be relied upon it is very important that enthusiasm. Once created, is maintained. It is important to launch a community construction project only when all systems are fully in place so there will be no delays. Lessons learned from the project include.

- The need to spend a great deal of time and effort in preparing community participation activities;
- The necessity to properly time project launch in order to ensure maximum community participation and the necessity to continuously maintain those motivation;
- The need to pay communities and local contractors directly and not to pass through an intermediary such as a local government authority; and
- The need to overcome the difficulty that the Ministry of Education has in effectively communicating and controlling activities at the district and community levels. World Bank (1991), (World Bank (1995).

In June 1994, the Government of Malawi announced that all primary school fees would be abolished as of beginning of the new school year in October, 1994. This created a flood of over million additional students into the primary system, and necessitated the hiring of about 20,000 new teachers. Classrooms were overcrowded, and thousands of children had to take their lessons in temporary facilities such as churches and mosques. Thousands more assembled in the open air, under trees or were crammed into rooms, and it was common to see classes of two or three hundred children in a small shed. The Government estimated a need of about 39,000 new classrooms to attain a ration of about 60 pupils per classroom.

It became clear that the quality of education was deteriorated because of the lack of facilities and human resources to deliver education.

Under this crucial circumstance, the primary Education project was developed, focusing on the following urgently needed activities: (i) construction of about 1,6000 primary classrooms and associated infrastructure; (ii) pedagogical support and in-service teacher training particularly focused on the recently recruited teachers; and (iii) the provision of teaching and learning materials. Community participation was incorporated in attempts to realize the first objective of school construction.

The notion of integrating community participation into the project was considered from the predation stage of the project. The importance of community participation ✕

2.2.9. Community participation and financing of education in Ethiopia

Even though adequate, detailed and quantitative data regarding the level of community contribution to educational development in the country is lacking, there are evidences showing that the community has been supporting the sector since long time ago. Some MOE reports indicate that the Ethiopian community, since the Imperial era, has been supporting the sector by constructing new schools and offices, providing capital goods and engaging in maintenance works, subsidizing the internal revenue of schools, transporting books and other educational materials, employing teachers and participating in the administration of schools.

The present government designed the first Education Sector Development program, which covered 1997/98-2001/02. The main trust of the program was to improve educational quality and expand access to education with special emphasis on primary education in rural and under served areas as well as the promotion of

education for girls. In this program, the government was committed to approximately 73 per cent of the total education expenditure to primary education over the five year period and was mobilizing additional resources from multilateral and bilateral donors, local communities, parents and others to fill an anticipated financing gap [MoE, 1998], since ESDP II was launched in 2002, more emphasis is now being placed on community participation and financing of education and a national guideline to this effect has been issued by the MOE.

2.2.9.1. The New MOE Guideline on community participation and financing of education

A guideline on Educational Organization, Community Participation and Financing of Education has been issued by the Ministry of Education (MOE, 2002), outlining the role of Woreda Education and Training Boards (WETBs), Kebele Education and Training Boards (KETBs) and Parent Teacher Associations (PTAs). The guideline established the duties and responsibilities of the organs of participation at woreda levels according to the following (unofficial translation):

2.2.9.2. Duties and Responsibilities of Woreda Education and Training Management Board

The woreda Education and Training Management board would be accountable to the woreda council, and its term of office would be the same with that of the council. When it finds it necessary, the community could appoint or remove its members at any time. The board shall have the following duties and responsibilities:

- Scrutinize and approve plans presented to it to enhance the woreda educational activities,

- Devise mechanisms that would help formal and non-formal educational programs to contribute their shares in the efforts deployed to nurture the culture of equality, justice and democracy and produce capable citizens,
- Facilitate conditions for the implementation of research studies that would seek various income sources for the expansion of educational activities in the woreda,
- When the communities request to open new schools in their localities, it gives decision, taking into account the participation required of the community,
- When the community requests for the construction of a new school, it investigates the existing conditions in light of available information from the woreda education office and presents its findings to the woreda council for approval,
- Draw requirements concerning the Kebeles where new schools would be built with the budget allocated by the government, and control its implementation,
- Encourage and support investors to open new schools in the Woreda,
- Make sure that the educational activities in the Woreda are supported by the necessary budget, manpower and other relevant inputs,
- Provide the necessary support to ensure that the curriculum is prepared in tune with the objective reality of the Woreda,
- Approve every years academic calendar in accordance with the region's academic calendar and the objective reality of the Woreda,
- Scrutinize and approve the recommendation presented by the Kebele Education and Training Board against those directors who failed to discharge

their duties and responsibilities; take severe disciplinary measures particularly against those directors who abuse their power and mistreat female teachers,

- Render decision on pleas lodged against decisions passed by the Kebele Education and Training Board in opposition to those teachers and staff members who failed to discharge their duties. It can approve, reverse or amend the decisions.
- Facilitate conditions where by development associations in the area could join hands with the kebele Education and Training Management Board in the construction, renovation, expansion and furnishing of schools,
- Promote healthy educational competition among schools and give awards to schools with an outstanding performance at the end of every academic year,
- Promote a spirit of healthy competition among Kebele Education and Training Management Boards and among PT As in coordinating the community to participate in the educational activities; give incentives to those with a better performance,
- Prepare viable plan useful to combat the scourge of HIV/AIDS, and ensure its implementation,
- Facilities conditions whereby Kebele Education and Training Management Board and school committee members could acquire capacity building trainings,
- Make sure that the decisions passed by the Woreda Education and Training Management Board are implemented by the Woreda Education Office,

- Maps out strategies that are helpful for the realization of the annual fee (Cost sharing) settled by the second cycle secondary school as well as technical and vocational students,
- Carry out other relevant activities that are beneficial to the consolidation of the Woreda's educational activities.
- Formulate and effect internal regulations in a bid to effectively undertake the aforementioned tasks

2.2.9.3. Duties and Responsibilities of the Kebele Education and Training Management Board

The Kebele Education and Training Management Board is accountable to the council of the Kebele where the school is located. The office term of the board would be the same with that of the Kebele council. When it finds necessary, the community could appoint or remove a member any time. The board shall have the following duties and responsibilities:

- Approve the annual plan and budget of schools; follow up the implementation,
- Cooperate with other concerned bodies for the expansion of formal and non-formal education,
- Devise and effect mechanisms whereby schools could boost their internal incomes,
- Conduct awareness raising activities to sensitize the community about the need to send their school – age children to schools and not to drop out,

- Strengthen co-curricular activities so that they could complement the teaching-learning process,
- Make sure that the property of the school are properly handled and utilized for educational purposes,
- 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 whereby the local community could extend financial and material contribution for the construction and expansion of schools and other relevant activities,
- Coordinating the local community, study ways and strive to address the problems of teachers(such as housing problem) so that they would love their profession and serve in the area for several years,
- Give decision of the complaints of a director against those teachers who failed to discharge their duties and responsibilities properly,
- When a director, who failed to discharge his/her duty, could not be corrected from his/her mistakes, it gives a recommendation for decision to the Woreda Education and Training Management Board. But, if the offences are simple, decisions would be given by the Kebele Education and Training Management Board,
- Give decision on teachers career appraisal when it is presented to it by the school director,
- Examine and endorse the school's quarterly performance report,

- Recruit teachers and other staff members according to the demand of the school
- Receive schools, which have been built by the initiative of the local people, and make them ready for services, 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,
- Encourage the schools' efforts exerted to increase their internal income,
- 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,
- Coordinate the local community and other bodies' efforts in the fight against the HIV/AIDS pandemic,
- Carry out other relevant activities beneficial for the consolidation of the educational activities in the area.

2.2.9.4. Duties and Responsibilities of the Parent-Teacher Association (PTA)

The PTA would be accountable to the parent-teacher council. Its term of office would

- Be three years. However, the council can appoint or remove its members at any time as per the situation. The PTA shall have the following duties and responsibilities.
- Equip students with good ethical values,
- Ensure that teachers properly execute their teaching responsibility,

- Advise and correct those teachers who failed to discharge their duties properly; refer to the director those teachers who could not be corrected through advice along with a punishment proposal,
- Advise and correct a director who failed to discharge his/her professional responsibility properly; refer the director who could not be corrected through advice to the Kebele Education and Training Management Board,
- Present disciplinary breaches that had not been given decision by the schools to the Kebele Education and Training Management Board,
- Ensure that teachers are teaching in accordance with the interest, demand and rights of their students,
- Make sure that the programs of the school are properly implemented according to the schedule; provide the necessary support to the implementation of the programmes,
- Advise and reprimand students with disciplinary problems, punish those students who could not desist from their wrong doings and submit a dismissal proposal to the director. Follow up the implementation of the decision,
- Together with the school's management and the Kebele Educational and Training Management Board, strive to involve the community in the efforts geared to boost the internal income of the school,
- Parents' representatives in the PTA, conduct teachers' performance evaluation,
- In consultation with the director, give incentives to teachers and other staff members with an exemplary performance,

- Call parents to meeting, seek lasting solutions to the problems affection parents-teachers relationship in collaboration with the director, parents and the Kebele Educational and Training Management Board,
- Prepare their relevant plan of action, and submit to the school's director and follow up its implementation,
- Encourage students not to disrupt their education and seek solution along with parents to students who had already quitted classes,
- Give comments while the school's annual plan of action and their execution strategies as well as other internal directives are formulated,
- Draw plan, get them approved by the parents-teachers conference at the beginning of the academic year, and present the performance report in the middle and at the end of the year.

CHAPTER THREE

Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and Interpretation of data. In the study different groups of people were covered to get the necessary Information.

The major groups included in the study were school principals, Teachers, Students supervisors, and parent representatives in 5 government and 2 public schools. The respondents were from different woredas of Bole sub-city.

A Total of 166 questionnaires were distributed and 160 (96.4%) were returned of these respondents 52 (32.5%) were teachers 48(30% were students 25 (15.6%) were PTA members 35 (21.9%) were principals, supervisors Keble and Bole Sub-City educational Heads regarding sex composition the number of female respondents in schools and Bole sub-city education office treated in the study is quite fair It is 57(35.6%) of the total (Annex-Table - One)

In terms of educational qualification a large majority about 112 (70%) have completed college education about 48(30%) of the respondent were found to be student below grade 12 (Annex table one)

The Interest here is to define those actions that constitute community participation in Bole sub-city and to better understand the Impact of the various forms of community participation on school access and quality.

3.1. Community involvement at school level.

Table -2 Parents involvement

Parents Involvement	Male		Female		Total	
	No	%	No	%	No	%
In school Activities						
Yes there is parent involvement	52	32.5	37	23.1	89	55.6
No there is no parent involvement	51	31.9	20	12.5	71	44.4
Total	103	64.4	57	35.6	160	100

Parents are not still sufficiently involved in their children education only 55.6% of respondent's reply that parents involve in school activities. It is quite clear that this involvement is in its embryonic stage.

The interview held with Bole sub-city experts and department heads also confirmed that only about half of the whole schools in the sub-city parents and PTA members are actively involve in school activities.

Parental involvement is one of the most significant factors contributing to Childs success in school. That is why we underlined here 55.6% of parent involvement in their children's education is not satisfactory. It is only when parents are fully involved in their children's education, the level of students achievement increases attendance improves, home work tasks are more likely to be completed to insure parents involvements in their children's education, schools must improve their partnership with parents.

Van Schalkwyx (1993 : 25 - 32) support and describes the advantage of parent involvement in terms of its value for teacher, the learner and the school.

Advantages for the teacher

- Parent involvement can engender a more positive spirit between parent and teacher.
- It can work to restore trust between the parental home and the teacher.
- Parent involvement means that teachers can rely on parents' support.
- Knowledge of the circumstances of learners at home can help the teacher in this or her instructional task.
- It can work to improve the conduct of learners.
- Parents can lighten teachers' workload.

Advantages for the learner

- Parent involvement can improve the child's learning performance.
- It can improve school attendance.
- It can help to eliminate learning and behavioral problems.
- Parent involvement can increase the child's sense of security and emotional stability.

Advantages for the school

- Parent involvement can improve the unity and coordination of education.
- The involvement can improve the unity and coordination of education.
- Parent involvement can lead to an improvement in the support from the community.
- Parent involvement can lead to greater financial support.

Parents who are involved in one way or another in the education of their children create a climate that is conducive to teaching and learning.

Table-3 Means of community involvement at school level.

Parent involvement in school activates	Male		Female		Total	
	No	%	No	%	No	%
Helping children with homework	12	7.5	10	6.3	22	13.8
Fundraising	10	6.3	6	3.7	16	10
Maintained of building	10	6.3	6	3.7	16	10
New construction	40	2.5	20	12.5	60	37.5
Attendance at parent meeting	20	12.5	10	6.3	30	18.8
Organizing functions at schools	-	-	-	-	-	-
Helping with extracurricular activities	10	6.3	5	3.1	15	9.4
Helping teachers in the classroom	1	0.6	-	-	1	0.6
Total	103	64.4	57	35.6	160	100

As can be seen from table - 3 37.5% of the respondents have reported that at school level parents offered their cooperation on building new construction and additional class rooms.

Traditional forms of participation essentially concerned with the provision of infrastructure, these include:

- Communal labor by community to provide infrastructure, such as toilets, school building and workshops;
- Payment of money levied by the chief, elders or TDCs to finance school projects;
- Search for, or provision of accommodation for teachers;
- Chief, elders or other community members offering rooms in their houses to store school property;
- provision of land for gardening, farming, etc.;
- Churches allowing their chapels to be used for classes in cases of inadequate classroom accommodation;
- Parental attendance at PTA meetings;
- Community patronage of school functions such as Speech Days Open Days etc.
- Supply of the needs of wards by parents or guardians;
- Involvement of youth in weeding the school's football field where the school children are considered too young to do this. Baku and Agyema, (1997)

Today cooperation between parents, Teachers and students is vital for effective teaching and learning.

New forms of participation an integral part of the educational reform. programmed launched in 1987, these focus more on the community role in decision-making affecting the curriculum and management of schools, and examples include:

- Participation in management of schools through representation on SMC;
- Participation of communities, PTAs and religious bodies in curriculum design;
- Participation in actual teaching as resource persons for some culture oriented themes;
- Participation in the protection and maintenance of school property;

- Supervision and monitoring of pupils' attendance at school;
- involvement in enrolment drives to increase pupils' access (some chiefs even trying to compel parents to send their children to school);
- Participation in the form of offering motivation to teachers to improve their performance;
- Participation in the supervision of pupils' studies at home. Baku and Agyema, (1997)

It is worth noting how expectations of community participation have shifted considerably in recent times. While the traditional forms of participation revolve around communities assisting with the provision of infrastructure, the recent education reform programmers have emphasized communities' involvement in management and supervision of schools, with some examples of communities getting involved in decision-making in curriculum design.

However, only 0.6% of the respondent has reported on helping teachers in the class room which is a clear indication of low community involvement in the curriculum aspect.

Table-4 Decentralized education

Community participation	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	46	28.8	34	21.2	80	50
Slightly agree	36	22.5	20	12.5	56	35
Neutral	7	4.4	2	1.3	9	5.6
Slightly disagree	6	3.8	-	-	6	3.8
Strongly disagree	8	5	1	0.6	9	5.6
Total	103	64.4	57	35.6	160	100

As can be seen from the table 4 some 50% of the respondents have reported that they are strongly agree with the concept that community participation is a central point in decentralized education 35% slightly agree with this idea. Therefore table 4

indicates that community participation in Bole sub-city is a central point in decentralized education system.

Robert (1997) expressed his idea regarding community participation in education as follows.

Point of departure and reference	Government participation in education	Community participation in education
1) Mode	Blue print	Process
2) Keyword	Planning	Participation
3) Goals	Pre set, closed	Evolving and open
4) Decision making	Centralized	decentralized
5) Methods, rules	Standardized universal	Diverse, and local
6) Technology	Fixed package	varied basket
7) Professionals interaction	instructing, motivating	Enabling, empowering
8) Local people seen as	Beneficiaries	Partners and actors.
9) Force flow	Supply push	Demand - pull
10) Out puts	Uniform	diverse
11) Planning and action	Top down	Bottom up
12) Fund	Lack of funding	Innovative funding Pool efforts
13) Commitment	Lack of commitment	High commitment and interest.

Table 5 The importance of decentralization

	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	45	28.1	40	25	85	53.1
Slightly agree	28	17.5	12	7.5	40	25
Neutral	15	9.4	5	3.1	20	12.5
Slightly disagree	1	0.6	-	-	1	0.6
Strongly disagree	14	8.8	-	-	14	8.8
Total	103	64.4	57	35.6	160	100

According to table 5 - decentralization is a gateway to mobilizing local community for effective community participation meaningful participation of local community requires decentralization 53.1% of the respondent strongly agrees and 25% of the respondent slightly agree with this idea. In support of this the 1994 education sector strategy marked that the participation of the community will be encouraged and enhanced in building schools and provision of furniture on voluntary self help basis **Campfens (1997)** support the importance of decentralization of community participation.

- Create an open and democratic environment.
- A decentralized policy with grater emphasis on local initiatives.
- Reform in public administration.
- Democratization of professional experts and officials.
- Formation of self managing organizations of the poor and excluded.
- Involvement of NGOs and creation of collective decision making structures at various levels that extend from the micro to the meso and macro levels and link participatory activities with policy frame - works.

Table-6 Community mobilization

Identifying schools Challenges is most important	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	59	36.9	27	16.9	86	53.8
Slightly agree	32	20	23	14.4	55	34.4
Neutral	2	1.2	2	1.2	4	2.4
Slight by disagree	2	1.2	3	1.9	5	3.1
Strongly disagree	8	5	2	1.3	10	6.3
Total	103	64.4	57	35.6	160	100

As table – 6 before mobilizing the community for school improvement for better tomorrow, the respondent gave their report. It is almost 53.8% of the respondent strongly agrees and 34.4% slightly agree with this idea.

Identifying the school challenges is not a simple thing. The interview held with the school principals and supervisors of Bole Sub-city also confirmed the following challenges in the schools.

- How well teachers meet the needs of learners.
- How well teachers know their students.
- How well teachers are positive role models?
- The quality of Teachers in planning. In order to meet the interest of different groups of students.
- Is the attitude of the majority of students positive to the school?
- Is good behavior and disciples promoted in the school?
- How is student attendance?
- Do the school management encourage students to participate in decision making responsibilities with the school.
- Do student feel safe from bullying and discrimination.
- Are parent happy about the level of support their children are getting.
- Is the community involved in adapting the school environment to make it more accessible to student.

- How well the school community aware of H. I. V. Aids.
- Are resources utilized effectively and economically?
- Is the community encouraged to give help and support to school
- How effective the school management in instructional leadership

The above-identified challenges were forwarded by Schools principals and supervisors of Bole Sub-city.

Regarding this point Stan (1988) mentioned the following.

If you put trust in people they start becoming responsible for their thought and action, when the people feel they have the freedom to think, act and relate to each other, they take on a lot of responsibility.

It is difficult for the poor to break away from the vicious circle of dependency and poverty individually. It is only through collective effort and organization that they can reduce depending and initiate a course of participatory, self reliant development.

Thus the most important instrument in community participation in improving school is identifying g schools problems first and act collectively group work can begin by defining the reality in which the group question like the following may help in directing discussion forwards the following questions.

- What is your school? What defines it?
- How the communities make their living?
- Who goes to school?
- Why do they go to school?
- What do they learn?
- How do they use what they learn thus identifying schools challenge is most important?

Table-7 Clear vision of community participation

As to the importance of vision	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	62	38.8	47	29.4	109	68.1
Slightly agree	20	12.5	10	6.3	30	18.7
Neutral	-	-				
Slightly disagree	10	6.3			10	6.3
Strongly disagree	11	6.9	-		11	6.9
Total	103	64.4	57	35.3	160	100

As one clearly understand from table-7 about 64% of the respondent answer that we have to have a clear vision of what we want to do before we rash to community participation studies has consistently show that vision planning and goal setting can positively influence community participation.

Developing of vision shared by the entire local community can have a significant impact to Motivate and energizes people, Creates a proactive orientation, Give the community direction and Creates a clear agenda for action.

When you begin to define your vision as to Oxford shire county council learning and culture it should be defined as a vivid picture of challenging yet desirable future state that strongly meets the needs of students and widely seen as a significant improvement on the current state.

To be effective, vision statements need to be

- Challenging: - always in sight but out of reach.
- Clear: - not open to conflicting interpretations.
- Memorable: - no longer than 20 - 25 words is ideal.
- Involving: - statements that enables and empowers.
- Value driven. There should be a strong tie to the values of the school.
- Mobilizing: - It should demand a response from all.

- A guideline: - something by which all can measure their actions every day linked to the needs of the students. The ultimate test of vision will relate to actions and achievements of students. W.W. W. Oxford shire gov. UK.

Table-8 Awareness creation of community participation

Don't Rush to collect money	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	62	38.7	40	25	102	63.8
Slightly agree	36	22.5	8	5	44	27.5
Neutral	-	-	7	4.3	7	4.3
Strongly disagree						
Strongly disagree	5	3.1	2	1.2	7	4.3
Total	103	64.4	57	35.3	160	100

Table-8 Do not rash to collect money or material from the community before you win their mind. The respondent strongly agree 63.8% to this idea when we start mobilizing the community we have to determine the nature and quality of the internal and external environment of the school in these ways we can arrive at answering the importance questions such as What does the community think of the school?, What is schools image?, What is important to the community?, What is important to the learner?, What is important to the teachers? And what is schools strength and weakness?

So after we collecting information on the school using different instrument such as SWOT analysis, Based on these information we create awareness to the community and then we proceed to community mobilization.

SWOT analysis is used to identify

- Strength: - good things to come out of the change.
- Weakness problems that might occur as a result of the change.
- Opportunities :- other possible benefits of the change (indirect result of the change)

- Threats: - additional problems that might be caused (in - direct result of change.)

SWOT analysis helps the team to identify issues and look for ways of resolving them. W. W. W. Oxford shire gov. UK.

Table-9 Active participation of principals

	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	62	38.7	34	21.2	96	60
Slightly agree	25	15.6	12	7.5	37	23.2
Neutral	4	2.5	3	1.8	7	4.3
Slightly disagree	-	-	-	-	-	-
Strongly disagree	12	7.5	8	5	20	12.5
Total	103	64.4	57	35.6	160	100

As can be seen from table-9 60% of the respondent strongly agrees that effective principals engage in the community to create shared responsibility for student and school successes.

A group of experienced principals respond to the interview regarding effective principals engaged in community participation.

- To work with the community principals should be able to show dedication and tenacity
- The most important role of a school principal in community participation is to initiate a process of critical awareness building among the local community.
- Should also assist the local community and encourage the community to establish external linkages between themselves and development agencies, government, NGO's. Through these contacts information, resources and specialized services could be made available for school development activities.

- Another important idea the interviewers have forwarded that principals can play their role effectively only if they have adequate knowledge and understanding about the community with which they are going to work.

Owens (1995) supports this idea that principals actively engage in the community to create shared responsibility for student and school success are characterized by the following.

- Are dedicated to the aim of the school.
- Have insight into the schools instructional programme.
- Have positive relationships with the community.
- Mobilize the community for attainment of the school objectives.
- Have high expectation.

Table-10 Leadership in schools

	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	9	5.6	4	2.6	13	8.2
Slightly agree	7	4.3	3	1.9	10	6.2
Neutral						
Slightly disagree	25	15.6	16	10	41	25.6
Strongly disagree	62	38.7	34	21.3	96	60
Total	103	64.4	57	35.6	160	100

Table-10 reveals that 60% of the respondents strongly disagree with idea that leadership in schools place student learning at the center.

This means that most of the principals in Bole Sub-city according to the respondent are not instructional leaders. But every thing a principal does in school must be focused on ensuring the learning of students. No longer a principal be judged solely on how well he or she manage the administrative duties of a school the quality of the principal must relate to a schools capacity to ensure achievement for all students.

The same group of experienced principals discussed their own weakness and mentioned as follow.

- Some principals tend to be very paternalistic in their approach. They consider students, parents, and the local community as if they know little and do not have comprehensive of issues and solutions as a result of this they became authoritarian and directive, They impose their own idea on the community such principals fail to mobilize the community for school development.
- Some principals do not know about progressive activities of other principals thus they can not learn from the experience of others and fail to co-ordinate the community participation in school improvement.
- Very few principals start doing every thing themselves. They become like over protective parents who do not trust their children to do anything. This also affects the community participation negatively.

Supovitz and poglino (2001) research reveals that there are three crucial elements of instructional leadership first: instructional leaders organize their schools around emphases on instructional improvement support by a distinct vision of instructional quality. This involves among myriads of activities.

- Making learning at the center of every thing.
- Aligning professional development with student learning needs.
- Understanding good teaching in the classroom and being good teachers in working with faculty.

Second, is developing a community of instructional practice. Instructional leaders' cultivate a community of instructional practice in their schools creating safe and collaborative environment for teachers to engage in their work and drawing upon a wide net work of individuals in deepen the work.

Third, instructional leaders reorganize their own professional lives time and priorities to support instructional leaders shift the priorities of their schools toward a more disciplined emphasis on improving student performance.

Table-11 Safe and secure learning environment

	Male		Female		Total	
	No	%	No	%	No	%
Strongly Agree	75	46.9	31	19.25	106	66.3
Slightly Agree	20	12.5	16	10	36	22.5
Neutral						
Slightly disagree	5	3.2	2	1.2	7	4.4
Strongly disagree	3	1.8	8	5	11	6.8
Total	103	64.4	57	35.6	160	100

Table-11 reveal that 66.3% of the respondents strongly agree with having safe and secure learning environment for students schools should provide common areas of learning knowledge and skills and understanding that allow students to function in society students needs to know that some one cares about them in schools students should feel self at school whether on the grounds of the school or in the classroom.

They should enjoy coming to school as a place to build social relation ships and to develop personal skills and attributes.

An interview held with students whether there is safe and secure learning environment for students in their school, I asked them some open questions for example, How do you rate the care and respect given to you?, Do the majority of students have a positive attitude to the school? Are they proud of their school?, Over all how do you judge learning environment of your school?

The majority of student gives replay to the interview; most of our teachers and school administration give us great respect and high affinity.

In the school we are free from bullying and any kind of physical punishment. Most of the students take part in extra-curricular activities. They also mentioned that they got much chance to participate in different community activities such as planting trees and environmental friendly works. They also mentioned that teaching methods now a day our teachers following enable us to be actively evolved in

practical activities of the school. They appreciate also effective action taken against those who harass and discriminate them, be it teachers or students. Even some physically disabled students clearly told me that the school environment is accessible to them. Over all majorities of students are really proud of their school. One can easily understand from this most of the schools in Bole sub city are safe and secured learning environment.

Adams (1993) also supports the above idea, safe and secure learning environment for students are healthy and provide satisfaction in the teaching learning process.

Table-12 Students attitude to the school

	Male		Female		Total	
	No	%	No	%	No	%
Strongly Agree	72	45	34	21.2	106	66.2
Slightly Agree	25	15.6	20	12.5	45	28.1
Neutral	-	-	-	-	-	-
Slightly disagree	2	1.3	-	-	2	1.3
Strongly disagree	4	2.5	3	1.9	7	4.4
Total	103	64.4	57	35.6	160	100

Table 12 reveal that 66.2% of the students have positive students have positive attitude to their school 28.1% slightly agree with the idea.

A discussion with the same group of students regarding the attitude they have toward their school I raised questions such as, Do students have the opportunity to participate and take decision taking role? Are students given responsibility tasks? Are students taught to adopt healthy life style and make safe choices? Do students understand the danger of smoking and substance abuse?

Most of the students gave their response as follows. Participating in school activities they play a great role through student council and all students are actively welcomed into useful roles regardless of their grade level. They also mentioned that they are given equal right to share in the work and benefits of school activities. Some students express their idea that they are active participant in anti HIV/AIDS

club to make aware their school mate to have healthy life styles and make safe choices in this regard. Most of the students realize that those who are active participant in school activities succeeded better than those that only pay lip services to school activities and most of them do have positive attitude to their schools and all of them are proud of their schools.

Table-13 Involvement of key people

	No	Strongly	Slightly	Slightly	Strongly
	%	Agree	Agree	disagree	disagree
Teachers of the school involve in the planning	No	150	5	5	-
	%	93.8	3.1	3.1	-
Student through their council or youth association	No	5	10	20	125
	%	3.1	6.3	12.5	78.1
Parent, PTA and the community officials	No	130	20	5	5
	%	81.3	12.5	3.1	3.1
Kebele and Woreda Education officials	No	4	16	40	100
	%	2.5	10	2.5	62.5
External advisers and NGO's Agencies	No	7	8	10	135
	%	4.4	5	6.3	84.3

It is quite clear that schools need plan, which is the most basic it is through planning that the school decides what to do when to do how to do? and who will do a particular task so does annual planning of the school in Bole Sub-city involve key people in the school and seek the view of teachers, students (learners), parents, Keble, Woreda officials and the communicate at large. What we understand from

table 13 is that 93.8% of the respondent strongly agrees that teachers involve in the planning. But it is only 3.1% of student council and youth association the local community through their representative PTA also participate in school planning, 81.3% of the respondent strongly agree with this idea. Kebele and Woreda educational officials do have poor participation in school planning only 2.5% Respondent agree with the idea. The involvement of external advisers and NGO is only 4.4% as to the respondent.

Key people in the school such as teachers, students, parents, PTA kebele and Woreda education officials should be fully involved in school planning.

Table-14 Role of organization in the community

	Male		Female		Total	
	No	%	No	%	No	%
Parent Teachers Association (PTA)	95	59.4	50	31.2	145	90
Kebele Education Training Board	5	3.7	7	4.4	12	7.7
Woreda Education Training Board	1	0.6	-	-	1	0
Teachers Association	2	1.3	-	-	2	1.2
Student and youth	-	-	-	-	-	-
Total	103	64.4	57	35.6	160	100

As can be seen from Table- 14 parent teachers association have played the most important role in community participation in improving school development 90.6% of the respondent said that PTA have played the most important role in community participation

A group of Teachers, supervisors, Educational experts principals and PTA members themselves were interviewed about the role of PTA and what advantage they are contributing to the students teachers and the school in general? is summarized as follows

PTA involvement was very help full

- In reducing drop-out rate
- A decrease in delinquency.
- Engender a more positive sprit between parents and teachers.
- Teachers can rely on parent support.
- In improving the conduct of learners.
- Can lighten teachers work load.
- Improve school attendance.
- Help to eliminate learning and behavioral problems.
- Can increase the child sense of security and emotional stability.
- Valuable service in the interest of the school will be provided.
- Can lead to greater financial support.
- Can lead to an improvement in support from the community therefore PTA involved in one way or another in the improvement of education of their children and also create a climate that is conducive to teaching and learning activities.

Van Schalkwk (1993: 120 - 142) support the PTA involvement in formal education, According to him PTA involvement include the following, The creation of a favorable school climate, Teacher training, The establishment of a Co - curriculum activities, Parent recruitment, Parent training, A written commitment from the parent, Curricular involvement on the part of parents, Non curricular involvement on the part of parents, Parent involvement in school management affairs, The drafting of fan annual programme, 'General parents' meetings, Interest group meetings, Interest group meetings and Consultation.

Table-15 Source of finance for operational coast

	Male		Female		Total	
	No	%	No	%	No	%
Budget allotted by government	73	45.6	40	25.0	113	70.6
Student registration fees	10	6.3	7	4.4	17	10.6
Contribution by community	20	12.5	10	6.3	30	18.8
NGO	-	-	-	-	-	-
Total	103	64.4	57	35.6	160	100

It is quite clear that schools need financial resources to facilitate and run their day to day activities 70.6% of the respondent confirmed that their schools do obtain budget from government 18.8% of the respondent indicate community contribution as the second main source of the budget for schools. Student registration fees also contributes 10.6% as clearness we see from the table the source of finance is from two major areas that is budget allotted by the government which usually covers teachers salaries.

As it is clearly indicated in the program action plan (PAP) it is ambitious and can not be satisfied the growing financial demand of the schools in the sub city by government alone So there is no alternative other than making the community ready for participative community process. Which requires working closely with the people and use all hands and sharing the pain of the growing demands of budget with the government.

Table-16 Budget allotment

	Male		Female		Total	
	No	%	No	%	No	%
Strongly agree	48	30	21	131	60	43.1
Slightly agree	2	1.3	5	3.1	7	4.4
Slightly disagree	3	1.9	6	37	9	5.6
Strongly disagree	50	31.3	25	15.6	75	46.9
Total	103	64.4	57	35.6	160	100

The Budget allotted by the government is not sufficient nearly all parents recognized that the school needs additional financial resources and they wanted to support the school 46.9% of the respondent confirmed that the budget allotment of the government to schools is not sufficient only 43.1% confirmed that the budget allotted by the government to schools is sufficient.

As it is clearly indicated the budget allotment by the government not satisfied all the needs of the school and here also the same principle must be applied attracting the community volunteers as to the other forms of participation. School management body must be strong to understand the importance of their contribution achieving the broad based community participation will be essential in solving the problem of budgeting.

Table- 17 When the school face shortage of facilities how does it solve it?

	Meal		Female		Total	
	No	%	No	%	No	%
Through the school Administration	5	3.1	6	3.8	11	6.9
Through the School committee(PTA)	90	56.3	42	26.3	132	82.5
Through the Kebelae Education office	3	1.2	1	0.6	4	2.5
Trough Woreda Education office	-	-	-	-	-	-
Through Sub-city Education	5	3.1	8	5.0	13	8.1
Total	103		57		160	100

As shown on table 17 schools need to equip with furniture, laboratory equipments, computers, books etc...

Whenever schools face difficulties in doing so, it has been found that there are concerned bodies to tackle the problem 82.5% of the respondent confirmed that the heaviest responsibilities rest up on the shoulders of the school PTA the Bole Sub-city Education office as to the respondent 8.1% share the shortage of facilities 6.9% of the problem is solved by the school administration.

Table 18 Qualification of PTA members

Qualification	male		Female		Total	
	No	%	No	%	No	%
Reading and writing	-	-	-	-	-	-
12 th Complete	3	12	2	8	5	20
Diploma	6	24	3	12	9	36
BA or BSC	4	16	6	24	10	40
Ph.D	1	4	-	-	1	4
Total	14	56	11	44	25	100

Table 18 shows that 40% of PTA members are degree graduate and 36% are Diploma graduate that means more that 76% are only high school graduate in

addition to this the researcher interviewed PTA members and supervisors regarding PTA members they gave this response as follows.

- It would have been nice if members of T.A. are composed of men and women between the age of 30 - 50 Because of vigor and life experience is advantageous.
- It would have been nice if all PTA members speak the language of the people with whom they will be working at least be familiar with the culture.
- They should have analytical abilities but not necessarily higher academic qualification.

Table-19 Why community participation is increasing?

	male		Female		Total	
	No	%	No	%	No	%
The value that the community gives to education has increased	75	46.9	42	26.2	117	73.1
The income of the community has increased here they can afford to contribute more	3	1.9	4	2.5	7	4.4
There is better community mobilization now	22	13.8	8	5	30	18.8
The improved performance of the school motivated the community	3	1.9	3	1.9	6	3.8
Total	103	64.4	57	35.6	160	100

Community participation now a day is increasing. As the respondent report on table 19 shows that 73.1% of agree that the value the community give to education has increased some other 18.8% respondent said that there is better community mobilization these days.

Group of parents, supervisors and some teachers respond to the question why community participation is increasing in Bole sub city from previous years.

As to the response of the interviewed, the first thing they mentioned is motivation, the community is motivated to come together to work for them own common good. The second point they mentioned is that no one was forced to participation against his/her own wishes on the other hand the community has the right to accept or reject any kind of group participation but the majority of the community were sharing common interest and that is why community participation in school development was successful in Bole sub-City.

Table-20 In what ways community participation contribute to school development?

	Male		Female		Total	
	No	%	No	%	No	%
Providing advice to students, teachers and principals	10	6.2	15	9.4	25	15.6
Providing labor	1	0.6	1	0.6	2	1.2
Through participation in PTA and different school committees	25	15.6	10	6.3	35	21.9
Through providing resource (materials, finance etc)	5	3.1	8	5	13	8.1
Construction of school compound	60	37.5	22	13.8	82	51.3
Beautification of school compound	2	1.3	1	0.6	3	1.9
Total	103	64.4	57	35.6	160	100

A large percentage 51.3% of community participation in Bole Sub City is on construction of new school building some 21.9% of the respondent said that, the

community participate thought PTA and school development committees. 15.6% of the respondent said the community participates in providing advice to students, Teachers and principals. In all most all schools in the sub city schools positively encourage community participation in management of schools through PTAs and participation in the supervision of students studies at home.

Table-21 As to how teachers parents collaboration started?

	Male		Female		Total	
	No	%	No	%	No	%
It was self initiated by parents	2	1.3	7	4.4	9	5.7
It was mutually driven	39	24.4	12	7.5	51	31.9
It was driven by the school and by the sub-city	62	38.7	38	23.7	100	62.4
Others	-	-	-	-	-	-
Total	103	64.4	57	35.6	160	100

Table-21 shows as to how teacher's parent's collaboration started in Bole sub-city. 62.4% of the respondent said that, It was driven by the schools and Bole sub City capacity building office 31.9% of the respondent said that It was mutually driven a truly Teachers parents collaboration cannot be generated spontaneously. The process of discussion, reflection questioning the existing educational problem leads the parents and teachers' collaboration.

The truth is, there is no one right way as to how teachers' parents' collaboration will be started. It will look different in every community, Yet what is more important is to attract many parents and the school must be open to all and widely publicized, Parent must be informed in a variety of meanness about the community work and opportunities to find meaningful roles in contributing to the school.

Table-22 Impact of teachers parents collaboration on educational performance of students.

	Male		Female		Total	
	No	%	No	%	No	%
Big positive change observed	25	15.6	14	8.8	39	24.4
Some positive charge observed	76	47.5	38	23.8	114	71.3
No observable difference	2	1.3	5	3	7	4.3
Total	103	64.4	57	35.6	160	100

As we see from table 22 big positive change is not observed only 24.4% of the respondent said that the impact pf teachers parents collaboration and education performance of students is brought positive change 71.3% of the respondent said that only some positive change is observed this shows that parents teachers collaboration on educational performance of students still need improvement on teachers parents collaboration on educational performance of students.

To bring meaningful parent involvement in the school it is better to have good communication with parents so that it enables them to feel more involved with the work of the school, hold open meeting with parents and discuss the process of school self assessment and how school improvement planning will result from their contribution.

Table-23 level of teacher's motivation

	Frequency (f)	Percent %
Strongly agree	1	1.9
Slightly agree	1	1.9
Neutral	8	15.5
Slightly disagree	14	26.9
Strongly disagree	28	53.8
Total	52	100

Table-23 shows that only 1.9% of the respondent strongly agrees that teacher's motivation in their school is very high in teaching and participating in school activities, which is very low, and need very great improvement 53.8% of the respondent strongly disagree with idea that teachers' motivation in their school is very high in teaching and participating in school activities.

It is clearly indicated on the above table that the level of teachers' motivation is very low. To improve such condition priorities must be given to the need and right for all teachers to have better quality and relevant continuous professional development opportunities through out their carriers so that teachers will be encourage life long learning for their own benefit and for the benefit of the students in the community in which they live.

Table-24 De motivating factors of teachers

	Frequency (f)	Percent %
The pay is too low compared to other engagements	10	19.2
The pay is not sufficient to my cost of living	12	23.1
There are no professional development opportunities	10	19.2
Not happy with school management	7	13.5
The social status/prestige of teachers in society is low.	13	25
Total	52	100

Table-24 shows that 25% of the respondent said, de motivating factor for the moral of teachers is the social status or the prestige of teachers in society is low, 23.1% of the respondent said that the pay for teachers is not sufficient to their cost of living. 19.2% of the respondent also agrees that the pay is too low compared to other

engagements. 19.2% the respondent also agree that, there are no professional development opportunities. Creating awareness among the society regarding teaching profession is essential of summer courses and other professional development opportunities as a basis for continuous improvement for teachers is vital.

Table-25 Motivation among teachers

	Frequency (f)	Percent %
Teachers may quit the job	17	32.7
The performance of Teachers will decrease	28	53.8
The quality and efficiency of education will reduce	7	13.5
Others	-	-
Total	52	100

The perceived implications of low or no motivation among teachers as to the respondent on table 25 shows that 53.8% said that the performance of teachers will decrease 32.7% said teachers may quit the job. 13.5% of the respondent said that the quality and efficiency of education will reduce. To motivate teachers now a day is not simple if need great attention other wise it becomes difficult for teaching effectively, difficult to communicate effectively with students, manage the class and apply effective disciplinary measures.

The perceived implications of the low or no motivation among teachers' especially newly deployed teachers is very high. These new teachers have completed their pre-service training but still need a grate deal of support as they begin their careers in education. The role of the mentors in helping these newly deployed teachers is so vital. In successfully caring out the important role, and make understand the teachers that teaching profession is challenging but satisfying job.

Table-26 Meaningful involvement of community participation

	Frequency (f)	Percent %
Strongly Agree	20	41.7
Slightly Agree	24	50
Neutral	-	-
Slightly disagree	4	8.3
Strongly disagree	-	-
Total	48	100

Table-26 shows that 50% of the respondent slightly agrees with the idea that opportunities must be given to students to be partners with adults in improving the school. 41.7% of the respondent strongly agrees with the above concept. It is useful when a number of different interests willingly come together formally or informally to achieve some common purpose like school improvement, the partners don't have to be equal in skills funds or even in educational status so students must be given opportunities to be partners with adults so long they do have trust each other and share some commitments.

Excellent in Ethiopia schools - improving performance through school self-Assessment also support that students must be given opportunities to be partners with adults in improving the school.

Meaningful student involvement

Research shows that when "education work with students in schools - as opposed to working for them school improvement is positive and meaningful for everyone involved."

Students' involvement is meaningful when:

- Students are given the opportunity to be partners with adults in improving the school.
- Students are given the training, responsibility and authority to provide real solutions to the challenges that schools face in learning and teaching.
- Schools accept their accountability to their direct consumers, i.e. the students.

Student involvement is not meaningful when:

- Students are regarded as the passive recipients' teachers' knowledge.
- Student's contributions are not taken seriously and they are asked to form committees without real power or responsibility.
- Adults re-interpret students ideas or "speak for them."

Benefits of meaningful student involvement in community participation

Many educators understand that a meaningful student involvement-valuing, validating and empowering student is important and has substantial benefits for the school.

Meaningful student involvement has a beneficial impact:

- **Students:** involvement leads to students taking a greater interest in their academic achievement and success, including gains in test scores. There is increased student engagement, which leads to higher graduation rates. Being innovated in decisions about their own learning leads to grater awareness of the needs of different groups of students in the school and in the class.
- **Students and Teachers:** Relationships improve as students experience an increased sense of belonging, which promotes greater motivation and stronger sense of purpose. There is improved harmony between adults and students with students. Students' attitudes are more positive s both experiences a sense of community, engagement and ownership.
- **Practices and procedures:** in order to make this work, there need to be developments in education planning and classroom teaching. True partnership involves students sharing in the evaluation of learning, education decision-making, and the formulation of behavior management strategies. From students, adults learn new perspectives about the school and partnerships become the norm. There is grater acceptance of programs and decisions by students and so, greater cooperation.
- **Students, adults and school systems:** In order for meaningful involvement to work, it is necessary to set up policies and regulations to govern participation. In this way, students can take responsible posts on committees.

Strategies can be developed to support student involvement. The outcome is that human resources emerge as students show they can take responsibility, and stronger relationships develop between students and adults. MOE (2007)

CHAPTER FOUR

4. Summary, Conclusions and Recommendations

4.1. Summary

As it is stated in the introductory chapter, this study was intended to make a critical assessment of community participation in improving quality of education on curriculum development in Bole Sub-City. Identify the major problems prevalent in the area and eventually come up with feasible recommendations to tackle these discrepancies.

To this end, relevant data on a wide range of issues pertinent to the study were collected from school principals, teachers, supervisors, PTA members students in 5 government and 2 public schools as well as from Bole sub-City education office through questionnaires designed for the purpose more over supplementary data were obtained through un structured interview held with concerned principals, teachers supervisors, PTA members and students.

4.1.1. Summary of Findings

As confirmed by the responses of 55.6% of the respondents partnerships of parents, teachers, and students of different interests willingly come together to achieve some common purpose. The partners don't have equal skills, funds or even confidence but they do have trust each other and share some commitment.

The interview held with Bole Sub-City experts and department heads also confirmed that only half of the whole schools in Sub-City parents, Teachers and students are actively involve in school activities.

Nearly 37.5% of the respondents have reported that at school level parents offered their cooperation on building new construction and additional classrooms. Traditional forms of community participation essentially concerned with the provision of infrastructure. Cooperation between parents Teachers and students in the classroom which is vital for effective teaching and learning is only about 0.6% this shows that an integral part of educational reform, which focus more on the community participation in decision making affecting the curriculum is very low.

As revealed nearly by 60% of the respondent leadership in Bole Sub-City schools do not place student learning at the center. This means that most of the principals in the sub city according to the respondent are not instructional leaders, but every thing a principal does in school must be focused on ensuring the learning of students.

A principal does in school must be focused on ensuring the learning of students.

The findings related safe and secure learning environment for students revealed by 66.3% of the respondents strongly agrees with:-

- Behavior and discipline promoted, as well as good attendance
- Encouraged to care for and be considerate to each other.
- Enabled to participate in decision-making responsibilities with the school.
- How well are student supported to adapt health life styles and make safe choices.
- The education environment is safe, supportive and welcoming for all students.
- Students feel safe from bullying and discrimination.

Nearly 93.8% of the respondent affirmed that teachers of the school involve in the planning only 3.1% respondent reported strongly agree that students and youth association involve in the planning 81.3% of the respondent confirm that the local community through their representative (PTA) participate in school planning.

The findings related to the issue of status and activities played the most important role in community participation in the Sub-City.

About 90% of the respondent said that PTA have played the most important role in community participation.

More than 3/4 of interviewed teachers, supervisors principals and PTA members also confirmed that PTA involvement was very help full in reducing drop out rate, a decrease in delinquency, in improving the conduct of learners, improving school attendance and in providing valuable service in the interest of the school.

As confirmed by the responses of 89.4% of the respondents, the sources of finance in all schools include budget allotted by the government and contribution made by the community registration fees collected from students 18.8% 70.6%

who agreed that their schools obtain budget from the government most of these respondents indicated that the budget allotted by the government is not sufficient nearly all parents recognized that schools need additional financial resource and they want to support the schools.

Nearly 82.5% of the respondents affirmed that most of the schools are faced with shortage of facilities and the same percentage of respondents identified the school PTA as concerned body to tackle the problem Bole Sub-City education office 8.1% share the shortage of facilities 6.9% of the problem is solved by the school administration.

The findings related to the issue of status and activities of PTA in Bole Sub-City 40% of the PTA members are BA and Bsc. graduate and 36% are diploma that means more than 76% are college graduates. The interview held with PTA members and supervisors regarding this issue also confirmed that it would have been nice if members of PTA are composed of men and women between the age 30 - 50 Because of vigor and life experience is advantageous. It would have been nice if all PTA members speak the language of the people with whom they will be working at least be familiar with the culture.

They must have analytical abilities but not necessarily higher academic qualification.

4.2. CONCLUSIONS

- Parents are not still sufficiently involved in their children's education. Hence the level of students achievement is decreasing attendance home work tasks are more likely indicate low parents involvements in their children education. Schools must improve their partnership with parents.
- Parents offered their cooperation on building new construction and additional classrooms which is mostly focus on traditional forms of community participation essentially concerned with the provision of infrastructure, However new forms of community participation which is an integral part of the educational reform programme focus more on community role in decision making affecting the curriculum, supervision and monitoring student attendance. Actual teaching as a resource person,

and participation in the form of offering motivation for teachers to improve their performance is very low in the sub city.

- Both government and public schools need financial resources to facilitate and run teaching learning process. They are getting major share of their budget from government however financial support they obtain from the government was found to be insufficient to fulfill their duties and responsibilities.
- Most of the principals in Bole sub-city are not instructional leaders
- Educational programs will not be successful with the support rendered by the government alone, the ETP states “due attention will be given to community participation in school affairs accordingly; even though there is some community contribution to schools in the sub city. It is apparently seen to be unsatisfactory; therefore strategies should be set to reinforce the present community participation in school improvement.
- A clear vision of what we want to do before we rush to community participation is more important.
- Developing shared vision by the entire local community can have a significant impact in motivating and energizing people creates a proactive orientation and give the community direction.
- Schools should have well organized plan for welcoming the community and making feel part of the school.

4.3. RECOMMENDATIONS

- Community involvement in education (Parents, Teachers, students') is often easier to accomplish in smaller and more practical manner. If parents are involved in school activities initially in smaller groups at class level they will be able to make more significant contributions and they will be more prepared to support general school activities. A class community involvement of this nature should be established on the school initiative. But class community involvement should elect the executive of the committee themselves and draw up a programme for the year based on

the central plan of the school, in the cooperation with the class teachers, students and parents.

- Educational programs will not be successful with the financial support rendered by the government alone. It requires the active participation of different stakeholders. The community as the main stakeholder has been supporting, though insufficiently. In order to enhance this contribution, community mobilization structures should be established at different levels, indicating the roles and responsibilities of each stakeholder so as to ensure systematic and effective community participation.
- Building school principals capacity to provide instructional leadership. Federal state and local education agencies should promote efforts to build the capacity of principals to assure quality instruction.
- Teachers need dedication to quality learning and the ability to significantly rewarded staff for strong performance. This included examining the relationship with school PTA and students. Improve salaries.
- PTA should be strengthening and members at least fulfill secondary education as a minimum requirement.
- Every student matter, therefore student's performance and well being must go hand-to-hand. Students can't learn if they don't feel safe. Being healthy, enjoying and achieving and making positive contribution. Priorities must be given to the importance of placing students and their needs at the centre of decision making process, based on a clear understanding of their views, ideas, aspiration of concerns. Parents, students and staff dialogue consultation should be given high attention for better school development.
- A school based management in which the local community directly participates in the management of school should be promotes.
- New forms of community participation which is an integral part of the educational reform program should be given priority such as community participation in school improvement program, community participation in

curriculum design, participation of the community in actual teaching as a resource person, supervision and monitoring of student attendance, participation in the form of offering motivation to teachers to improve performance.

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ANNEXES

Table-1 Background information of the respondent

	Male		Female		Total	
	No	%	No	%	No	%
<u>Age</u>						
14 - 20	25	15.63	23	14.4	48	30
21 - 30	53	3.1	13	8.1	66	41.2
31 - 40	18	11.3	19	11.9	37	23.2
41 - 50	7	4.3	2	1.3	9	5.6
Total	103	64.4	57	35.6	160	100
<u>Marital Status</u>						
Married	62	38.8	19	11.9	81	50.6
Not Married	38	23.8	37	23.1	75	46.9
Divorced	3	1.9	1	0.6	4	2.5
Total	103	64.4	57	35.6	160	100
<u>ED. Qualification</u>						
7 - 8	13	8.1	16	10	29	18.1
9 - 10	9	5.6	4	2.5	13	8.1
11 - 12	7	4.4	3	1.9	10	6.3
12 + 2 (Dip)	20	12.5	19	11.9	39	24.4
BA/BSC	50	31.2	14	8.8	64	40
MA/MSC	3	1.9	1	0.6	4	2.5
PHD	1	0.6	-	-	1	0.6
Total	103	64.4	57	25.6	160	100

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Students	25	23	48
P T A	14	11	25
Principals	30	5	35
Teachers	34	18	52
Total	103	57	160

Table-27 Challenges that schools face in learning and teaching

	Frequency (f)	Percent %
Strongly Agree	12	2.5
Slightly Agree	26	54.2
Neutral	-	-
Slightly disagree	6	12.5
Strongly disagree	4	8.3
Total	48	100

Table 27 shows 54.2% of the respondent slightly 54.2% of the respondent slightly agree that students are given responsibilities to provide real solution to the challenges that school face in the teaching learning process. However there are many situations in the community participation working together allows students to challenge problems and provide real solution to the problem.

Table- 28 School improvement programe

	Frequency (f)	Percent %
Strongly Agree	32	66.6
Slightly Agree	15	31.3
Neutral	-	-
Slightly disagree	1	2.1
Strongly disagree	-	-
Total	48	100

66.6% of the respondent strongly agree that schools accepts students accountability in the school improvement programme through community participation students must be encouraged to express their views and to reflect on by this schools.

Table -29 Setting of clubs

	Frequency (f)	Percent %
Strongly Agree	38	79.2
Slightly Agree	6	12.5
Neutral	-	-
Slightly disagree	4	8.3
Strongly disagree	-	-
Total	48	100

Table-29 shows that 79.2% of the respondent strongly agree that student initiate the setting up of clubs, take class monitoring responsibilities and initiate community links students are involved in community based programs and school clubs which develop their understanding of wider issues

Table-31 Students contribution in community participation are taken seriously with real power of responsibility.

Table-30 Students contribution

	Frequency (f)	Percent %
Strongly Agree	39	81.3
Slightly Agree	5	10.4
Neutral	-	-
Slightly disagree	4	8.3
Strongly disagree	-	-
Total	48	100

Table-30 shows that 81.3% of the respondent strongly agree that students contribution in community participation are taken seriously with real power of responsibilities there is well established practice of students evaluating their teachers seriously with real power of responsibility.

CHAPTER SIX

COMMUNITY PARTICIPATION

6.1 Introduction

The goals of ESDP as indicated in the PAP (Programme Action Plan) are ambitious and cannot be achieved by Government alone. Community participation is one of the strategies that should be used to achieve the goals. The participation of the community may take place in different forms. These range from assisting in the increase of school enrolment, by encouraging their members to send their children, particularly girls to school, to contributing for the initial provision and maintenance and management of schools.

6.2 Principles of Community Participation

A community can be defined as a group of people living together in a specific area and sharing similar economic, political, cultural and social experiences. It includes all residents of an area regardless of sex, age, social and economic status, and profession. No community is a homogenous whole. All communities have a range of different interest groups (for example men and women, rich and poor) and internal conflicts. Special efforts must be made to involve as many women as possible in all community groups and committees dealing with education, as it is the mothers who are ultimately most aware of the immediate benefits that their daughters and sons might gain from education

Community participation is a development strategy in which the beneficiaries have strong influence on the direction and execution of development projects that will help them improve their economic and social life. It requires wilful involvement of the community in matters that affect their economic and social well-being. Community participation can be exercised in the area of policy formation, project implementation and problem solving.

It is a complex and time-consuming activity to mobilise communities to become the prime players in their own development. The following are some of the basic principles of a community development strategy:

- Several village meetings must be held (as much as possible in a slack agricultural season) in order to discuss with the villagers what their interests and problems are with the schooling of their sons and daughters
- A leader for any school based community activity should be necessarily identified. This leader may or may not occupy any formal position in his community, but must be someone who really believes in the importance of education and schooling, and who also has the confidence of a number of other community members
- Normally it is necessary to give a real role to the parents in the day to day management of a school. It cannot only be expected that parents will give something (their time, their labour, and even their money) without being offered something in return.

In situations where matching contributions from community members are required, it is normally better to insist that the community fulfils its obligations first, before the state comes in with its contributions.

Community participation, if properly managed, is a powerful tool for changing the attitudes of members towards the schooling of their children. Different techniques could be used to mobilise a community such as the liberalisation of the environment by labelling everything in the village, or arranging for a performance by village drama groups.

6.3 Community in the Development of Schooling

There are seven major roles that a community could perform in the development of education in its environ. It can effectively participate in school construction, beautification, security, and maintenance of school buildings and site. It can also play a key role in encouraging parents to send their children to school and motivate children to stay in school, particularly girls. It can also effectively participate in the management of school, including teachers to ensure that they come to class regularly, and teach effectively.

6.3.1. Construction of New School Buildings The participation of communities in the selection and preparation of school sites is very important. They know the areas that are conducive for constructing school buildings: size of school age population, convenience and security (particularly for girls) and availability of water, gravel, and other building materials. Communities can also carry out some of the preliminary works relating to the construction, such as levelling and drainage of the selected site.

6.3.2 Supervision Most of the schools built by contractors in different parts of the country are of low quality. Design and material specifications and other critical areas of construction works are not often supervised. The lack of qualified manpower and the long distance that inspectors have to travel have resulted in poor supervisory works. It is now believed that by convincing and empowering communities with the ownership of schools, and by providing community leaders with a simple check- list of what they should be looking at while a school is under construction, problems of supervision could be minimised. Of course professionals should be employed for major supervision activities, and community members can be trained to check continuously on the simpler matters.

6.3.3 Direct Labour Participation The contract price can be reduced by involving the beneficiary community in the collection of construction materials such as sand, gravel, and stone; and in the levelling of the site before the contractor takes over. It is also difficult for a contractor to depend on the labour coming from a community, for this might not be available when needed. Community members can also take part in the actual execution of a plan/project in construction works that are located in distant places, or managed by NGOs. They can do works that require no special skill such as manual labour, or skills, if available, like carpentry, masonry, etc. Such skills when developed can be used in other constructions including new schools in the area. Thus, community participation creates an opportunity for learning and acquiring new skills by which community members earn better income for their livelihood in addition to maintaining quality works.

6.3.4 Beautification of the School Compound. A school should have a compound surrounded by shade and fruit trees, flowering shrubs and even a vegetable garden. Unfortunately, it is often possible to recognise a school from a long way off, as it is the place on the most barren site, with the most dilapidated buildings. Communities should assist in the making of a school a beautiful and secure place. Girls particularly need to be secured if they are to stay in school. Parents who are around can care for the trees and shrubs, preventing them from drying up due to lack of water, or from being eaten by goats.

6.3.5 Maintenance and Up-keep. School facilities, irrespective of their quality, deteriorate rapidly due to lack of maintenance and up-keep. To tackle this problem, community members should be convinced and empowered with ownership of the school. This enables them to care and maintain school facilities and buildings. The first level of maintenance will always rest with the school director, and the students, who should be responsible for keeping the school, clean; the drains clear, and the grass cut. The school director will also be responsible for reporting on any broken furniture or cracked walls or leaking roof. One member of the School committee representing the local community can mobilise assistance from the community, either by collecting very small sums of money regularly to finance maintenance and up-keep costs, or by using those community members with the appropriate skills to carry out the maintenance/up-keep works. The community can, in this way, programme regular maintenance and up-keep. This will help in prolonging the use-life of a facility. Further more, communities will be aware of serious maintenance works that need large sums of money to alert the concerned authorities to include such matters in their budgets.

6.3.6 Increase in Enrolment of Boys and Girls. The primary enrolment rate in the country is one of the lowest in the world. Although the unavailability of primary schools and teachers is an important factor, there are many schools in rural areas whose classrooms are half full. The community can play an important role in getting parents to send all the school age children (girls and boys) to school, and ensuring that they attend school regularly. Many methods can be used for encouraging parents to send their boys and girls to school. These may include community meetings, community leaders and school committee members as examples, and even sanctioning or fining those parents who refuse to enrol their children regularly in school. The educated members of the community can sensitise others on the value of education and on the benefit that girls get from education. Through house to house visits and campaigns, parents' awareness on the benefit children get from school could be raised. It must be noted that it is when schools operate to capacity that Government investment on education is justified.

6.3.7 Improving the Quality of Education The quality of teachers very much determines the quality of education given in a school. When teachers are motivated to teach, students also get motivated to learn. Teachers must be in school most of their time to give help and advice to students. The community has, therefore, to appreciate the role of teachers and express this by offering them accommodation. Parents must closely monitor the activities of teachers in school, particularly their presence in school. Communities can share amongst themselves the responsibility of checking daily that the teachers are present, and are giving enough time to children to study; quality is directly related to the hours of effective instruction that a child receives. Other areas where community participation can help improve the quality of education is in the provision of school supplies and other material, encouraging students by offering prizes and other incentives.

One of the issues that ESDP is trying to address is to enhance the development of a curriculum that takes into account regional, cultural and linguistic differences. Information gathered through community participation can be an important input in this respect.

6.4 Community Organisations

Some of the areas in which communities can participate and contribute have been noted above. In order to discharge their responsibilities in an organised way, the communities need to have an organisational set up under different authority levels. Some of the possible organisational structures are the following:

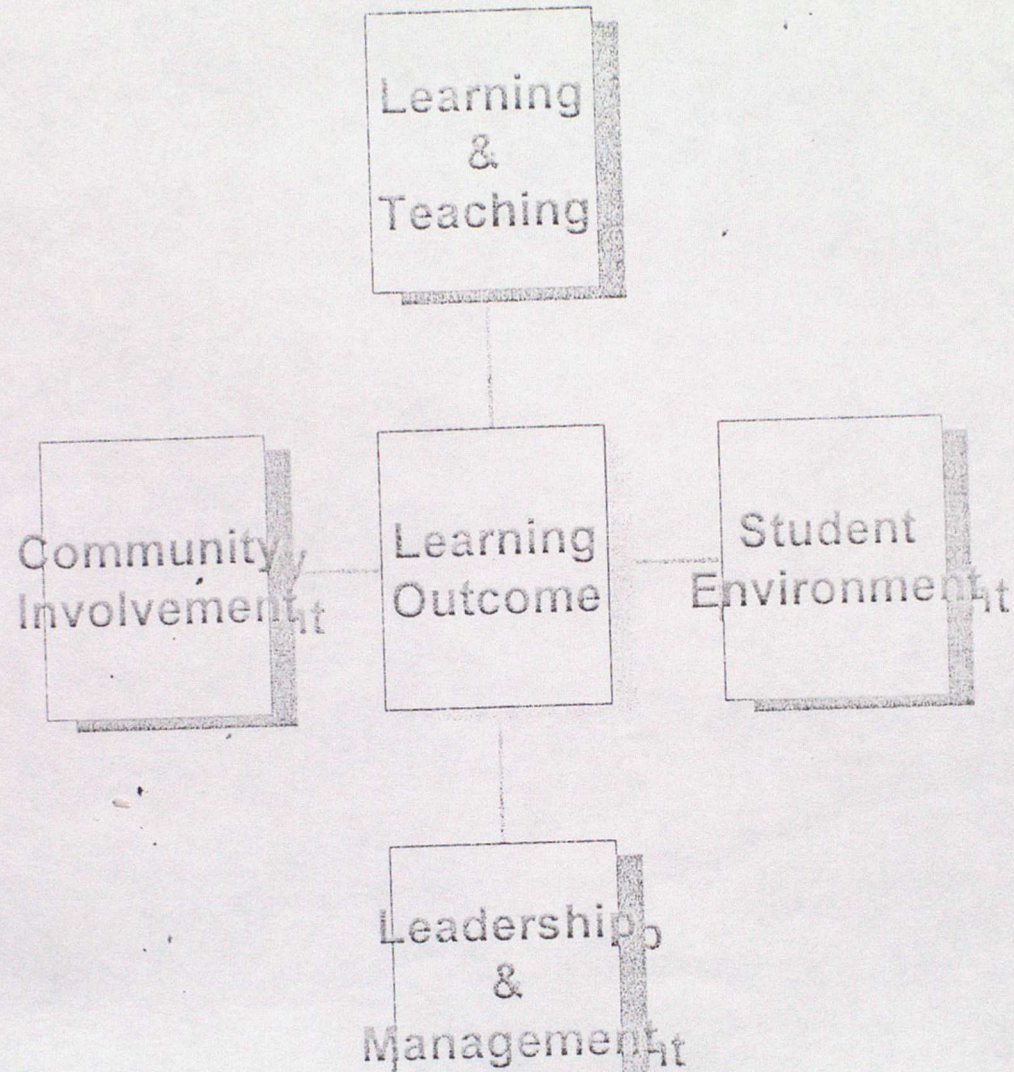
6.4.1 Existing Village Level or Community Organisations There may already be a village development committee, or a church group, or a functional literacy class, or an NGO which is already involved in community organisation for development purposes and which could be used to promote school development activities.

6.4.2 School Committee. Wherever they do not exist, school committees will be established involving the school administration, representatives of the Kebele or Woreda Council, representatives of teachers, and a community member who has outstanding contribution to the development of education in general and the school in particular. Parents are also represented in a Woreda Education and Training Board which is responsible for the overall guidance and supervision of education and training in the Woreda. Each Woreda Board will have 6 parents representatives (the majority of representatives on the Board) selected from amongst the school committees in the Woreda.

The main functions of the School Committee are: Supervision of the proper running of the school; endorsing annual plan and budget; overseeing that appropriate culture is reflected in the school; working towards better relationship between the school and the community; finding ways and means of increasing the revenue generation capacity of the school; ensuring that appropriate discipline is maintained in the school and participate in the promotion of teachers.

6.4.3 Other Local Organisations Such organisations include women's associations, youth associations and others established at Woreda levels. These higher levels of community organisations become involved concerning matters at Woreda level. They also give assistance to the lower level organisations such as school committees. Some important areas where such secondary level organisations are involved are enrolment of girls, quality of education, experience sharing among different communities within a Woreda and Zone. Community organisations can be generally reviewed by Woreda level administration (education offices). A system of awarding community groups, with outstanding contributions in promoting the affairs of the school, should be established as an incentive mechanism.

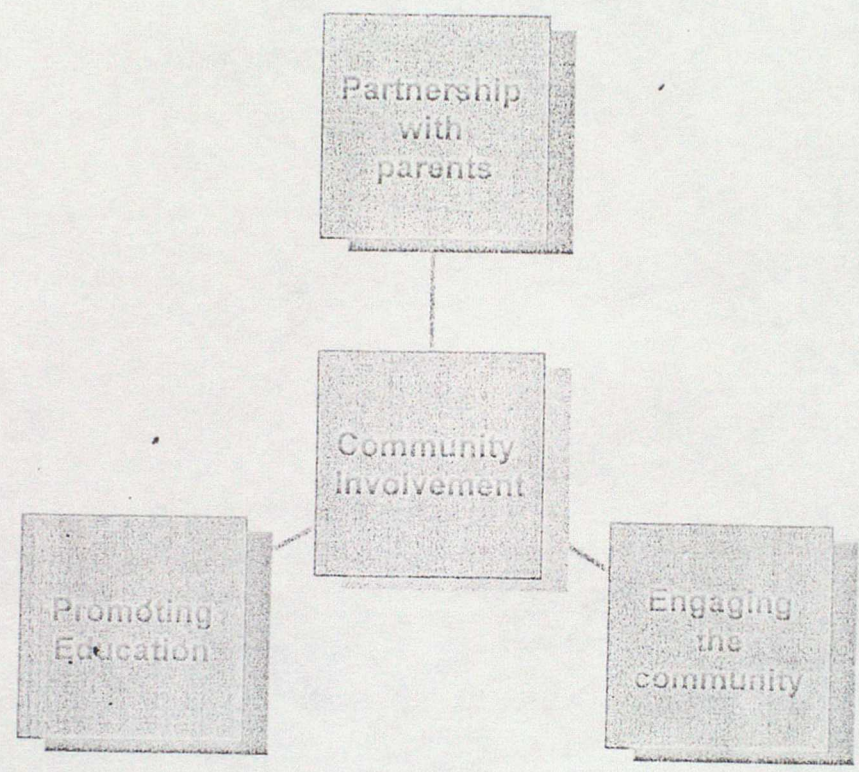
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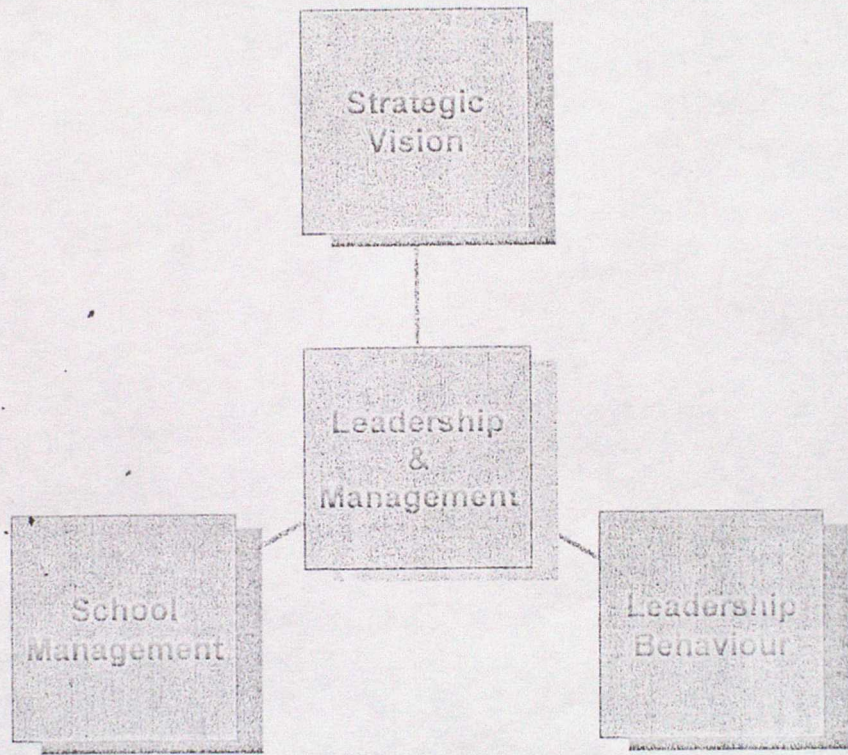
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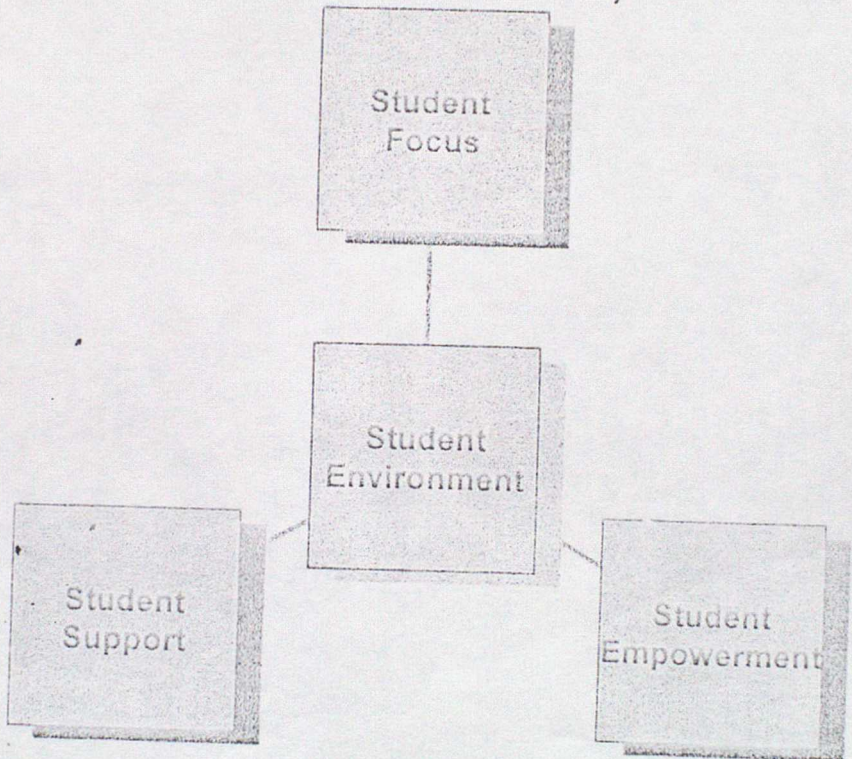
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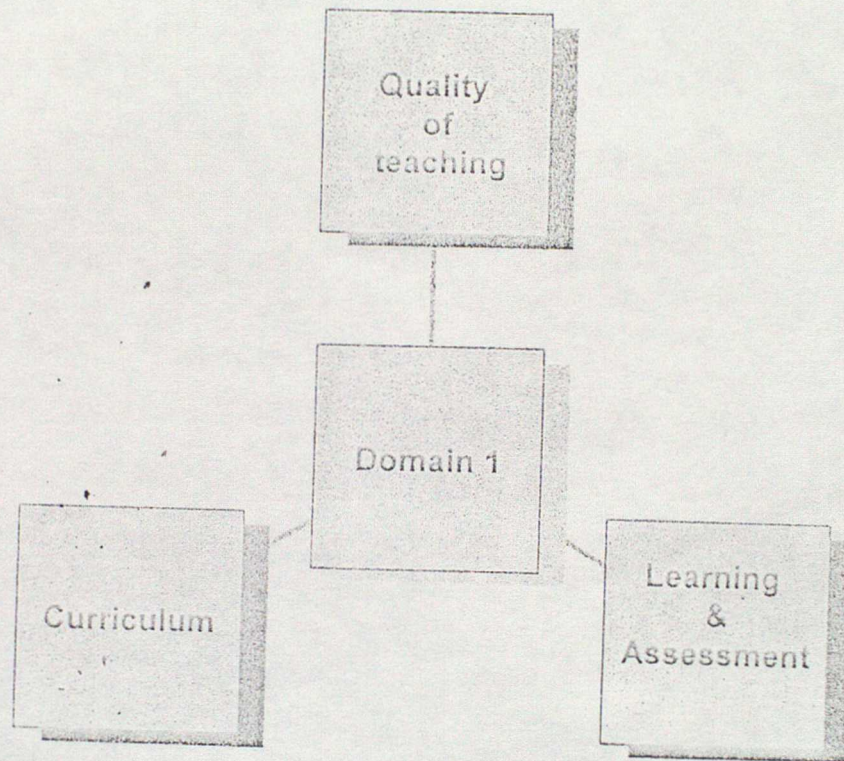
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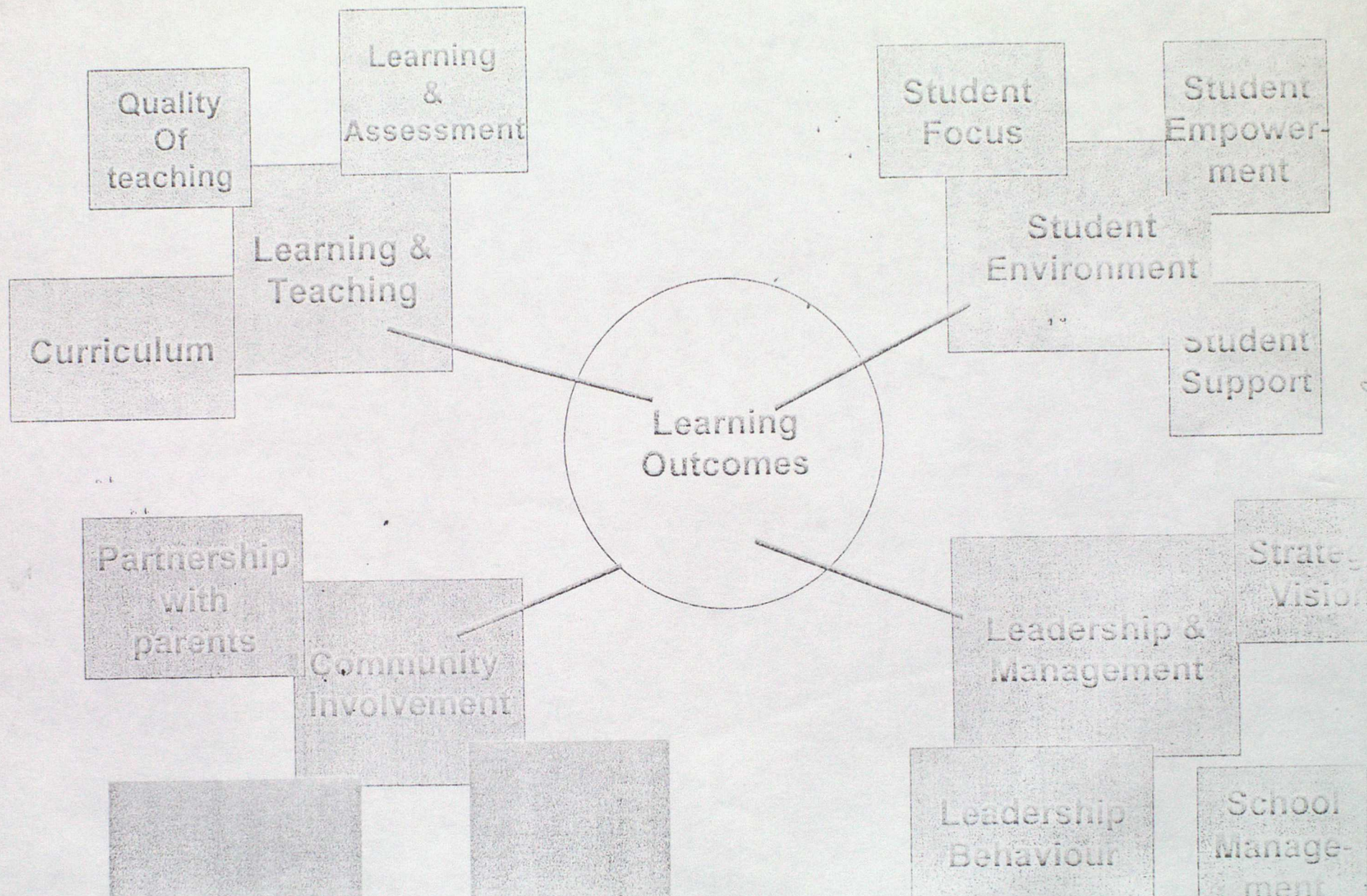
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G-10



Addis Ababa University

School of Post-graduate Studies, College of Education

Department of Curriculum and Teacher Professional

Development studies

Objective of the Questionnaire

The questionnaire is designed to gather data on the prevailing practices of the Bole sub city in respect to community participation in improving quality of Education. The data will be used in a study that aims at identifying major problems and proposing some feasible solutions accordingly.

Who should fill the questionnaire?

The questionnaire is to be filled by teachers and students.

How to fill the questionnaire

- ✘ It is unnecessary to write your name on the questionnaire
- ✘ The questionnaire incorporates two types of questions.

Close-ended (Multiple-choice) questions

- ✘ These are questions in which two or more options (possible answers) are provided.
- ✘ So, for each of these questions choose what you think is the correct (best) answer among the options given, and then, indicate your response by putting “√” mark in the box provided near the option of your choice
- ✘ Many of the multiple-choice questions have only one correct answer. Some, however, can have more than one correct answer. Thus, you are entitled to choose more than one options as correct answers to such questions.
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2. Open-ended questions

- ✘ These are question that should be responded to by writing the correct answers.

- ✧ So, read each of these questions carefully and then write what you believe is the correct answer in the blank space provided at the end of the question.

I sincerely hope that you will provide accurate answers to the questions included in the questionnaire in accordance with the guidelines given above.

Thank you for your cooperation,

Background (general) Information

1. Region -----

Sub-city -----

Woreda -----

Kebele -----

2. Age -----

3. Sex a) Male b) Female

4. Marital status

a) Married

b) Not Married

c) Divorced

1.5 Qualification -----

1.6 Do you agree that the school is a reflection of the community it serves?

a) Strongly agree

b) Slightly agree

c) Neutral

d) Strongly disagree

e) Do not know

1.7 Level of the school

a) 1-4

b) From grade 1-6

c) From grade 1-8

d) From 9-10

e) From 11-12

f) Other (specify)

1.8 The school operates in

a) Half-day session

b) Full- day session

2) Do you have links with parents, members of the community?

a) Yes

b) No

3) If your answer for Q2 is “Yes” what type of link do you have with parents, and members of the community?

a) Parents consult with teachers on the education status of their children.

b) Parents come to enquire about the performance of their children

c) Parents come to give support to teachers

d) Teachers invite parents, community members to school to share their knowledge and experience

e) Others, please specify -----

4) What kind of support do teachers get from PTA

a) No support

b) Advisory support to enrich curriculum

c) Advisory support on the behavior of students

d) Provide Teaching and

e) Provide feed back about their children’s education

f) Salary for teachers employed by the community

g) Provide residential houses to teachers

h) Payment /Honorarium and other incentives

i) Others (please specify) -----

5) If you response to Q 4 is No support’, why there is no collaboration and support on the part of the community or parents?

a) Teachers do not ask for it

b) Parents community members are not willing to cooperate

c) Schools do not have any information on the potential capacity of parents to collaborate with or support teachers

d) There are no mechanisms to reach parents

10) If your response to Q 9 is either “d” or “e” what are the demotivating factor(s) that you may have confronted with?

- a) The pay is too low compared to other engagements
- b) The pay is not sufficient to the cost of living
- c) There are no professional development opportunities
- d) Not happy with school management
- e) There is no sufficient professional support from the woreda educational office.
- g) The social status /prestige of teachers in the society is low
- h) Others (please specify)

11) What do you think are the implication for low or no motivation among teachers?

- a) Teachers may quit the job
- b) The performance of teachers will decrease
- c) The quality and efficiency of education will reduce
- d) Others (Please specify) -----

12) The school principal is supportive and friendly to teachers and other school staff.

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
- e) Strongly disagree
- f) Do not know

13) Did you get any chance of participating on the job- training programme which is geared to increase teaching abilities?

- a) Yes
- b) No

14) According to your view what should be done by the community to raise the motivational level of teachers

1. -----
2. -----
3. -----
4. -----
5. -----

15) Do you agree that the following has an interest in education? Indicate the reason for his/her involvement in education

a) Teacher association and unions

b) Parents

c) Religious organization

d) Government

e) NG O_s

16) Community participation

Is a central point in decentralized education?

a) Strongly agree

b) Slightly agree

c) Strongly disagree

17) Meaningful participation of the local community requires decentralization?

a) Strongly agree

b) Slightly agree

c) Strongly disagree

18) Before mobilizing the community for school improvement, identifying school challenges is important?

a) Strongly agree

b) Slightly agree

c) Strongly disagree

19) When we say community in education we are referring to students, teachers, parents and the residence of the locality in general

a) Strongly agree

b) Slightly agree

c) Strongly disagree

- 20) You have to have a clear vision of what you want to do before you rush to community participation
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 21) Do not rush to collect money or material from the community before you win their mind.
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 22) Effective community can not be materialized without the proper organizational arrangements?
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 23) Organizing ad-hoc discussion for different segment of the community enables the school to exploit different potentials.
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 24) Which of the following organization are very important for effective community participation?
- a) Parent Teacher association.
 - b) Kebele Education and Training board.
 - c) Woreda Education and Training board.
 - d) Teacher Association.
 - e) Student union.
 - f) Women's Association.
- 25) The Role of community in management of Education system in the Bole city is
- a) Financial
 - b) Material
 - c) Labor
 - d) Specific skills and knowledge

- 26) Community participation is a central point in decentralize education
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 27) Identifying schools challenges is most important
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 28) You have to have clear vision of what you want to do before you rash to community participation
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 29) Effective principals engage the community to create shared responsibility for students and school success
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 30) Leadership in my school plays student learning at the center
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree

- 31) Their is safe and secure learning environment for students
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 32) The majority of the students have positive altitude to the school
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 33) Which organization has played the most important role in community participation in Bole sub city?
- a) Parent teachers association (PTA)
 - b) Kebele education training board
 - c) Teachers association
 - d) Youth association
- 34) Community participation in Bole sub city is increase Why is it so?
- a) The value that the community gives to education has increased
 - b) The income of the community has increased
 - c) Their is better community mobilization
 - d) The improved performance of the school motivated the community
- 35) In what ways community participation contribute to school development?
- a) Providing advice to students, teachers and principals
 - b) Providing labor
 - c) Through participation in PTA and different school committees
 - d) Through providing resources
 - e) Construction
 - f) Beatification of school compound

- 36) Impact of teachers parents collaboration on educational performance of student
- a) Big positive change is observed
 - b) Some positive change is observed
 - c) No observable difference
- 37) De motivating factors for the moral of teachers mentioned
- a) The pay is too low compared to other engagements
 - b) The pay is not sufficient to my cost of living
 - c) Their are no professional development opportunities
 - d) Not happy with school management
 - e) The social statues/Prestige of teachers in society is low
- 38) Perceived implications of low or no motivation among teachers
- a) Teachers may quit the job
 - b) The performance of teachers will decrease the quality and efficiency of education will reduce
 - c) Others
- 39) Students are given the opportunities to partners with adults in improving the school
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 40) Students are given the opportunities to partners with adult in improving the school
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree

41) Students are given responsibilities to provide real solution to challenges that school face in learning and teaching

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
- e) Strongly disagree

42) School accept students accountability in the school improvement program

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
- e) Strongly disagree

43) Students initiate the sating up of clubs taking class monitoring responsibilities and initiate community links

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
- e) Strongly disagree

44) Students contribution in community participation are taken seriously with real power of responsibilities

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
- e) Strongly disagree

Addis Ababa University

School of Post-graduate Studies, College of Education

Department of Curriculum and teacher professional of

Development studies

Questionnaire to be filled by Members of the school PTA

Objective of the Questionnaire

The questionnaire is designed to gather data on the prevailing practices of the community participation in improving quality of education the impact of these practices on the teaching-learning process. The data will be used in a study that aims at identifying major problems and proposing some feasible solutions accordingly.

How to fill the questionnaire

- ✕ It is unnecessary to write your name on the questionnaire
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1. Close-ended (Multiple-choice) questions

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2. Open-ended questions

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- ✧ So, read each of these questions carefully and then write what you believe is the correct answer in the blank space provided at the end of the question.
- ✧ If you find the space provided insufficient to write your answers, you can use the back pages of the questionnaire. But, do not forget to write question number.

Some of the questions incorporated in this questionnaire are to be answered only by the school principal. This is clearly stated at the end of the questions. So, you can skip these questions if you are not the school principal. If you are the school principal, however, you should respond to these and the other questions (all questions).

I sincerely hope that you will provide accurate answers to the questions included in the questionnaire in accordance with the guidelines given above.

Thank you for your cooperation,

1. General information

1.1 Sex a) Male b) Female

1.2 Age -----

1.3 Region -----

Sub-city -----

Woreda -----

Kebele -----

1.4 Marital status

a) Married

b) Unmarried

c) Divorcee

1.5 Occupation

a) Government employee (teacher, police, Soldier, health worker, agricultural worker, etc.)

a) Teacher

b) Merchant

c) Farmer

d) Student

e) Other (specify) -----

1.6 Qualification -----

1.7 Name of the school in which you are School Committee (board) member

1.8 Level of the school

a) 1-4

b) 5-8

c) 1-6

d) 1-8

e) 9-10

f) 11-12

g) Other (specify) -----

1.9 Which segment of society do you represent in the School Committee (PTA)

a) Teachers

b) Students

c) Parents

1.10 What your share of responsibility (duty) in the School Committee (Board)?

2. School Finance

2.1 What are the sources of finance for the school?

a) Budget allotted by the government

b) Student fees

c) Contribution made by the local community

d) Donation given by non- governmental organizations

f) Other (specify) -----

2.2 Questions related to budget allotted by the government

2.2.1 How regularly is annual operational budget allotted to the school by the government?

a) Always

b) Most of the time

c) Sometimes

d) Never

2.2.2 The school receives operational budget allotted to it by the government:

- a) In cash
- b) In kind (stationers and other materials)
- c) Both in cash and in kind
- d) Receives none

2.2.3 If the school gets its share of budget in cash, the amount is

- a) Sufficient
- b) Small
- c) Very small
- d) Nil

2.2.4 What was the amount of budget allotted to the school by the government in cash for the 1998 (E.C) 2005-2006 / academic year? (to be filled by the school principal only) Birr -----

2.2.5 If the annual budget allotted to the school is in cash, how is the money received by the school

- a) In a lump some (for the whole year)
- b) In piece- meal at fixed intervals
- c) As need be
- d) Other (specify) -----

2.2.6 If your response to question number “2.2.5” is “b”, what is the time interval of receiving the money?

- a) Monthly
- b) Quarterly (every 3 months)
- c) bi-annually (every 6 months)
- d) Other (specify) -----

2.2.7 If the school receives its operational budget in kind, is it sufficient?

- a) Always
- b) Most of the time
- c) Sometimes
- d) Never

2.2.8 How often does the school need to make requests in order to get materials allotted to it?

- a) Always
- b) Most of the time
- c) Sometimes
- d) Never

2.2.9 The quality of materials sent to the schools is:

- a) Always good
- b) Mostly good
- c) Sometimes good
- d) Has never been good

2.2.10 How often does the school get stationeries and other materials timely?

- a) Always
- b) Most of the time
- c) Sometimes
- d) Never

3. Questions related to budget for school maintenance

3.1 Does the government allot budget for the maintenance of the school?

- a) Yes
- b) No

3.2 If your response to question "3.1" is yes, the budget for maintenance is allotted

- a) Every year
- b) Every 2 years
- c) Every 3 years
- d) As need be
- e) Other (specify) -----

3.3 The amount of budget allotted for maintenance is:

- a) Always sufficient
- b) Mostly sufficient
- c) Sometimes sufficient
- d) Has never been sufficient

3.4 What are the sources of finance for the school to do maintenance work, if it receives no budget from the government for the purpose?

- a) Fees collected from students

- b) Contribution made by the local community
- c) Internal revenue of the school
- d) Donation obtained from non-governmental organizations
- e) Other (specify) -----

4. Questions related to school facilities

4.1 Has the school encountered with shortage of facilities?

- a) Yes
- b) No

4.2 When the school is faced with shortage of facilities, how does it solve it?

- a) Through the school administration
- b) Through the school Committee (Board)
- c) Through the Woreda Education Office
- d) by consulting the local community
- e) Other (specify) -----

4.3 Where did the school obtain educational materials such as science kits, and reference books in its effort to strengthen its facilities?

- a) From non-governmental organizations
- b) From the school's ex-students association
- c) From donor agencies
- d) From no body
- e) Other (specify) -----

5. Questions related to the school's internal revenue

5.1 The school obtains its internal revenue from

- a) Bazaars, sales
- b) Crop-production
- c) Donations
- d) Co-curricular activities (sports, home-economics, drama, etc)
- e) Evening classes
- f) Other (specify) -----

5.2 The school uses its internal revenue for financing

- a) Operational activities
- b) School maintenance
-

- c) Library service
- d) Other school facilities
- e) Other (specify) -----

6. **Questions related to school fees**

6.1 Do students pay registration fee at the beginning of the academic year, when the school opens?

- a) Yes, they always do
- b) Yes, they mostly do
- c) Yes, they sometimes do
- d) No, they don't

6.2 If students pay registration fee, how much is it per student per year?

- a) Birr 5
- b) birr 7
- c) birr 10
- d) birr 12
- e) Other (specify) birr -----

6.3 Who decides that students pay registration fee?

- a) The school principal
- b) The school Committee/Board/
- c) The Wereda Education Office
- d) Other (specify) -----

6.4 If the decision-maker is the School Committee/Borard, how often does it decide on the utilization of the money collected from registration fee?

- a) Always
- b) Most of the time
- c) Sometimes
- d) Never

6.5 How often does the School Committee (Board) make follow-ups to ascertain that the money is utilized for the intended purpose?

- a) Always
- b) Most of the time
- c) Sometime
- d) Never

6.6 If students do not pay registration fee, this is because:

- a) The Education and Training Policy forbids it
- b) The School Committee/Board/ forbids it

- c) The school has sufficient internal revenue
- d) The government allots sufficient budget to the school
- e) Other (specify) -----

7. Questions related to financial and material assistance obtained from non-governmental organizations and associations

7.1 How often does the school get financial and material assistance from non-governmental organizations (Welfare associations, religious organizations, development associations, etc).

- a) Always
- b) most of the time
- c) Sometimes
- d) never

7.2 If your response to question "7.1" is a, b, or c,

7.2.1 What is the estimated value of the material support obtained by the school? Birr -----

7.2.2 What about the financial support obtained by the school? Birr -----

7.2.3 Write down the names of the organizations that rendered support to the school

8. Questions related to community support and participation in school administration

8.1 Does the community provide any form of support to the school?

- a) Yes, it does always
- b) Yes, it does most of the time
- c) Yes, it does sometimes
- d) Never

8.2 If the answer to 8.1 is yes the types of support offered by the community includes:

- a) Financial support (cash contribution)
- b) Labor support
- c) Material support
- d) Other (specify) -----

8.3 What is the total estimated value of the support rendered by the community to the school for the last 3 years? Birr -----

8.4 How often does the local community participates in the administration (management) of the school?

- a) Always b) most of the time
c) Sometimes d) never

8.5 If your response to question "8.4" is a, b or c, in which specific areas does the community participate?

- a) Preparation of the school's plan of action
b) Decision making
c) Controlling
d) Administration
e) Other (specify) -----

9. Questions related to the School PTA

9.1 Does the School PTA have fixed time of meeting?

- a) Yes b) No

9.2 The degree to which members of the committee/board are knowledgeable about their duties and responsibilities is:

- a) High b) medium
c) Low c) nil

9.3 Did members of the PTA ever receive any training relevant to executing their duties and responsibilities?

- a) Yes b) no

9.4 If your response to question "9.3" is yes, the training was

- a) Sufficient b) insufficient

9.5 How often does the School PTA strive to minimize the withdrawal rate of students?

- a) Always b) most time
c) Sometimes d) never

9.6 How often does the school PTA strive to encourage the parents to send their children to school?

- a) Always b) most of the time

c) Sometimes

d) never

9.7 How often does the School PTA strive to seek ways in which the school can obtain support from other sources than from the community?

a) Always

b) most of the time

c) Sometimes

d) never

9.8 How often does the School PTA participate in making decisions on the utilization the money it has been able to raise by mobilizing the community?

a) Always

b) most of the time

c) Sometimes

d) never

9.9 How often does the School PTA strive to sensitize and mobilize the local community to promote the participation of the latter in the various activities of the school?

a) Always

b) Most of the time

c) Sometimes

d) Never

10) Which of the following organization are very important for effective community participation?

a) Parent Teacher association.

b) Kebele Education and Training board.

c) Woreda Education and Training board.

d) Teacher Association.

e) Student union.

f) Women's Association.

11) The Role of community in management of Education system in the Bole city is

a) Financial

b) Material

c) Labor

d) Specific skills and knowledge

12) Community participation is a central point in decentralize education

a) Strongly agree

b) Slightly agree

c) Neutral

- d) Slightly disagree
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- 13) Identifying schools challenges is most important
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- 17) Their is safe and secure learning environment for students
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- c) Neutral
- d) Slightly disagree
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- a) Strongly agree
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- d) Slightly disagree
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29) Students initiate the setting up of clubs taking class monitoring responsibilities and initiate community links

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
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30) Students contribution in community participation are taken seriously with real power of responsibilities

- a) Strongly agree
- b) Slightly agree
- c) Neutral
- d) Slightly disagree
- e) Strongly disagree

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Questionnaire to be filled by school principals, supervisors, Bole sub city. Department heads, experts, Woreda and Kebleae Education Heads.

Objective of the Questionnaire

The questionnaire is designed to gather data on the prevailing practices of the region in respect to community participation improving quality of education. The data will be used in a study that aims at identifying major problems and proposing some feasible solutions accordingly.

How to fill the questionnaire

- ✘ It is unnecessary to write your name on the questionnaire
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1. Close- ended (Multiple-choice) questions

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2. Open-ended questions

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Some of the questions incorporated in this questionnaire are to be answered only by the school principal. This is clearly stated at the end of the questions. So, you can skip these questions if you are not the school principal. If you are the school principal, however, you should respond to these and the other questions (all questions).

I sincerely hope that you will provide accurate answers to the questions included in the questionnaire in accordance with the guidelines given above.

Thank you for your cooperation,

Background (general) Information

1. Region -----
Sub-city -----
Woreda -----
Kebele -----
2. Age -----
3. Sex a) Male b) Female
4. Marital status
a) Married
b) Not Married
c) Divorced
5. Qualification -----
6. Level of the school -----
7. The school operates in
a) Half-day session
b) Full-day session
8. Enrollment of students by Sex
Male -----
Female -----

9. The Principal of the school is

a) Employed by the community

b) Employed by the government

10. Is the local community involved in supporting your school activity

a) Yes

b) No

1.11. If your answer for Q. 1.10 is Yes in what way (s) or form(s) is the community involved?

a) Through the provision of resources (funds, materials, land etc)

b) Through providing labor

c) Through participation in PTA

d) By serving in different education related committees

e) BY providing advise to the school head and principals

f) Construction of new school buildings

g) Beautification of the school compound

h) In increasing enrolment of girls

i) Others (Please specify) -----

2. Has Community involvement made a difference in the provision of education

(Quality, access, reduction of drop out, etc)

a) Yes

b) No

3. If your response to Qu. 2 is "Yes", how was this made possible?

a) Through community's own initiative as it gives high, value for education

b) Through the mobilization work of the school

c) Because they have been forced to support

d) Others, (Please state) -----

4. What trends have you observed in community support to your school in the last three years?

- a) Increasing trends of support
- b) Same level of support
- c) Decreasing trend of support
- d) Fluctuating

5. If the trend of participation and contributions of the community is increasing, why is it increasing?

- a) The values that the community gives to education has increased
- b) The income of the community has increased hence they can afford to contribute more
- c) There is better community mobilization now
- d) The improved performance of the school motivated the community.
- e) Others (Please specify) -----

6) If the trend in community participation is declining, why is it so?

- a) The value people give to education is declining
- b) There is increasing poverty
- c) The initiative /mechanisms for mobilizing the community is weak
- d) The school has not shown any improvement
- e) Others (please, specify) -----

7) What kind of activities are initiated by school in order to enhance the consciousness of the community on child education?

- a) Holding meeting with parents and the community at large twice a year
- b) Giving school report in each semester
- c) Welcoming parents and communities to visit the school
- d) Others (Please specify) -----

8) Please indicate if the kebele Education and training Board (KETB) the PTA as well as your school have any plans in the immediate future to enhancing community participation and support to education in your locality -----

9) Training and Professional competence of teachers:-

9.1 Are there community employed teachers who are teaching without having the proper training?

a) Yes b) No

9.2 If your answer to question 9.1 is "Yes" how many are these teachers?

a) Most of the teachers

b) Half of the teachers

c) Some of the teachers

9.3 How often does the government render assistance in training community recruited teachers:-

a) Always

b) Most of the time

c) Sometimes

d) Never

9.4 The level of competence and interest of teachers is

a) High

b) Moderate

c) Low

9.5 If your answer to Q. 9.4 is low, what is the reason?

a) Low salary

b) Training deficiency

c) Administrative maltreatment

d) Other (Specify) -----

10. Regarding textbooks and educational facilities

10.1 How does the school obtain books?

- a) By paying service charges
- b) BY Paying rental fees
- c) By Purchasing
- d) Free of charge
- e) Other (specify) -----

10.2 How does the school provide books to students?

- a) Free of charge
- b) Charges service fees
- c) Through sales

10.3 Does the school face exceptional shortage of textbooks compared to government schools.

- a) Yes
- b) No
- c) Nothing is known about it

10.4 Text books are supplied/given to public schools

- a) In equal number to government schools
- b) Only after government schools
- c) Only when there are left avers

10.5 Educational facilities of the school such as laboratories, library are:

- a) Adequately furnished
- b) Partially furnished
- c) Poorly furnished

11. Regarding school PTA

11.1 Has the school's PTA meeting days?

- a) Yes
- b) No

11.2 How informed are members of the committee regarding their duties and responsibilities?

- a) Highly informed
- b) Average
- c) Low
- d) Know nothing

11.3 Is there any training provided to PTA committee member to promote their understanding regarding their duties and responsibilities?

a) Yes

b) No

11.4 If your answer to Q.6.3 is "Yes" the training provided was:-

a) Adequate

b) Not adequate

11.5 In which of the following do the school PTA committees participate?

a) Preparing and approving school plants

b) Decision making

c) Administration

d) Control

e) All of the above

f) Other (specify) -----

12. Problems and Recommendations

12.1 What are the major problems prevailing in your schools

12.2 What do you think are the measures that should be taken to alleviate the above problems?

13. What practical Benefits you gain from your school PTA.

a) Improved school performance

b) Reduced drop out rates

c) A decrease in delinquency

d) Engender amore positive sprit between parent and Teacher

e) Im[roved the conduct of students

f) Improved child's learning performance

g) Improved the support of community

14. There is a lot of discussion these days about providing a high-quality education for all students. How many of these indicators are present in your schools.
- a) Leadership that places students learning at the center of schools
 - b) All member of the school PTA and school community commit to a common vision of the school
 - c) Safe and secure leaning environment for students
 - d) Curriculum and instruction tied to school and student learning goals
 - e) Collaborative learning community for students
 - f) An engaged community
 - g) Hire and retain high-quality teachers and hold them responsible for student learning
 - h) Classroom practices to assure that all students are meaning fully engaged in active learning
15. Schools in Bole sub city have effective communication with the local Community.
- a) Strongly agree
 - b) Strongly dies-agree
 - c) Slightly agree
16. Community participation In Bole Sub-City is central point in decentralized education.
- a. Strongly agree
 - b. Strongly disagree
 - c. Slightly agree
17. Meaningful participation of the local community requires decentralization
- a) Strongly agree
 - b) Strongly disagree
 - c) Slightly agree

18. Stake holders in community participation in the sub-city are

- d) Students
- e) Teachers
- f) Parents
- g) Residence of the locality
- h) Others (Specify)

19. The community and community leaders have positive attitude to schooling

- i) strongly agree
- j) Slightly agree
- k) Strongly disagree

20. Which of the following activities do you suggest as meaningful community participation in Bole Sub-City?

- 20.1) Managing school calendar
- 20.2) Managing student discipline
- 20.3) Identification of school problems
- 20.4) Controlling school resources
- 20.5) Monitoring school progress
- 20.6) Organizing Co-curricular activities
- 20.7) Inspecting and supervising school performance
- 20.8) Fund raising
- 20.9) Support the school pedagogical function
- 20.10) Conduit performance evaluation of Teachers
- 20.11) Establish incentive mechanism for motivating students
- 20.12) Assessing the knowledge and skill of students in response to quality of education
- 20.13) Advise and correct those teachers who failed to discharge their duties
- 20.14) Advice and correct directors
- 20.15) Encourage students not to disrupt their education
- 20.16) Other (specify)

- 21) Do not rush to collect money or material from the community before you win their mind.
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 22) Effective community can not be materialized without the proper organizational arrangements?
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 23) Organizing ad-hoc discussion for different segment of the community enables the school to exploit different potentials.
- a) Strongly agree
 - b) Slightly agree
 - c) Strongly disagree
- 24) Which of the following organization are very important for effective community participation?
- a) Parent Teacher association.
 - b) Kebele Education and Training board.
 - c) Woreda Education and Training board.
 - d) Teacher Association.
 - e) Student union.
 - f) Women's Association.
- 25) The Role of community in management of Education system in the Bole city is
- a) Financial
 - b) Material
 - c) Labor
 - d) Specific skills and knowledge

- 26) Community participation is a central point in decentralize education
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 27) Identifying schools challenges is most important
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 28) You have to have clear vision of what you want to do before you rash to community participation
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 29) Effective principals engage the community to create shared responsibility for students and school success
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 30) Leadership in my school plays student learning at the center
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree

- 31) Their is safe and secure learning environment for students
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 32) The majority of the students have positive altitude to the school
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 33) Which organization has played the most important role in community participation in Bole sub city?
- a) Parent teachers association (PTA)
 - b) Kebele education training board
 - c) Teachers association
 - d) Youth association
- 34) Community participation in Bole sub city is increase Why is it so?
- a) The value that the community gives to education has increased
 - b) The income of the community has increased
 - c) Their is better community mobilization
 - d) The improved performance of the school motivated the community
- 35) In what ways community participation contribute to school development?.
- a) Providing advice to students, teachers and principals
 - b) Providing labor
 - c) Through participation in PTA and different school committees
 - d) Through providing resources
 - e) Construction
 - f) Beatification of school compound

- 36) Impact of teachers parents collaboration on educational performance of student
- a) Big positive change is observed
 - b) Some positive change is observed
 - c) No observable difference
- 37) De motivating factors for the mōral of teachers mentioned
- a) The pay is too low compared to other engagements
 - b) The pay is not sufficient to my cost of living
 - c) Their are no professional development opportunities
 - d) Not happy with school management
 - e) The social statues/Prestige of teachers in society is low
- 38) Perceived implications of low or no motivation among teachers
- a) Teachers may quit the job
 - b) The performance of teachers will decrease the quality and efficiency of education will reduce
 - c) Others
- 39) Students are given the opportunities to partners with adults in improving the school
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 40) Students are given the opportunities to partners with adult in improving the school
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree

- 41) Students are given responsibilities to provide real solution to challenges that school face in learning and teaching
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 42) School accept students accountability in the school improvement program
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 43) Students initiate the sating up of clubs taking class monitoring responsibilities and initiate community links
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree
- 44) Students contribution in community participation are taken seriously with real power of responsibilities
- a) Strongly agree
 - b) Slightly agree
 - c) Neutral
 - d) Slightly disagree
 - e) Strongly disagree

