

ADDIS ABABA UNIVERSITY
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Department of Educational Planning and Management

**AN ASSESSMENT OF COMMUNITY PARTICIPATION IN
SUPPORTING PRIMARY SCHOOLS IN SOUTHERN ZONE OF
TIGRAY REGION**

BY

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**AN ASSESSMENT OF COMMUNITY PARTICIPATION IN SUPPORTING PRIMARY
SCHOOLS IN SOUTHERN ZONE OF TIGRAY**

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TABLE OF CONTENTS

Contents	Page
Acknowledgements.....	i
Table of contents.....	ii
List of Tables.....	v
Acronyms.....	vi
Abstract.....	vii

CHAPTER- ONE

INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Objectives of the study	6
1.4. Significant of the study	7
1.5. Delimitation of the study	8
1.6. Limitation of the study.....	8
1.7. Definition of Key Terms.....	8
1.8. Organization of the Study.....	9

CHAPTER- TWO

REVIEW OF THE RELATED LITERATURE.....	10
2.1. The Meaning and Essence of Community participation.....	10
2.1.1. Definition of community Participation.....	10
2.1.2. The concept of Community Participation.....	12
2.1.3. Characteristics of Community Participation	13
2.1.4. Benefits, Impediments and risks of Community Participation.....	15
2.1.5. General Guidelines for Promoting Community participation.....	18
2.2. Community Participation and School Development.....	19
2.2.1. Rational for Community Participation in School Affairs.....	22
2.2.2. Characteristics of Community Participation.....	26
2.2.2.1. Resource Generation.....	26
2.2.2.2. Community Participation in Management and Decision-Making.....	26

2.2.2.3. Community Participation in Monitoring and Evaluation.....	28
2.3. Community Participation in Education- Experience of Other Countries.....	28
2.4. Community Participation- Ethiopian Context.....	29
2.4.1. Socio Economic Condition of Tigray.....	32

CHAPTER THREE

RESEARCH METHDOLOGY.....	34
3.1. The research design.....	34
3.2. Source of Data.....	34
3.3. Sampling Technique and Sample Size.....	36
3.4. Data Collecting Instrument.....	38
3.5. Data Collecting Procedures.....	38
3.6. Method of Data Analysis.....	38

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	39
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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	67
5.1. Summary.....	67
5.2. Conclusion.....	70
5.3. Recommendations.....	71
Reference	73
Appendix -A. Questionnaire for PTA members	
Appendix - B. Questionnaire for Woreda education officials	
Appendix - C. Interview questions for LETB & Local community members	

LIST OF TABLES

Table 1: Woredas, Schools and Number of Respondents.....	36
Table 2: Characteristics of Respondents by Sex and Age.....	40
Table 3: Description of Respondents by Educational Level and Occupation.....	41
Table4: Stakeholders' Views Towards community Participation	
Support of schools.....	43
Table 5: Principals and Teachers Involvement in Initiating the Community.....	45
Table 6: Level of Awareness and Participation of the Community and	
Other stakeholders.....	46
Table 7: Forms of Participation and Who Participates.....	49
Table 8: Choosing Forms of Participation and Deciding the Amount	
And time of Participation.....	50
Table 9: Training.....	52
Table 10: Self Evaluation of PTA.....	54
Table 11: Evaluation of WEO to PTA and LETB.....	55
Table 12: The Extent of Participation of PTA in Key Management Function.....	57
Table 13: Factors that Hinder the Participation of PTA.....	60

ACRONYMS

BESO:	Basic Education System Overhaul
ESDP:	Education Sector Development Program
GEQIP:	General Education Quality Improvement Program.
GEQIP:	General Education Quality Improvement Package.
LAC:	Local Administrative Council
LDA:	Local Development Agents
LETB:	Local Education and Training Board
MoE:	Ministry of Education
PASDEP:	Plan for Accelerated and Sustained Development to End Poverty
PTA:	Parent Teacher Association
SNNPR:	Southern Nations Nationalities and Peoples' Region
TDA:	Tigray Development Association
TRAS:	Tigray Region Administrative State
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education
WEO:	Woreda Education Officials

ABSTRACT

The main purpose of this study was to assess the participation of local community in support of educational programs in primary schools and thereby identify the potential constraints and the drawbacks encountered, strengths observed and suggest viable recommendations that would enhance the endeavors further.

To this end, the study employed both qualitative and quantitative research method. Accordingly, One hundred six copies of questionnaires have been prepared and distributed to 90 PTA members and 16 Woreda education officials. Besides, questions of interview were prepared for 20 LETB members and 20 local community members. A total of 96 subjects (90.56%) have filled in and returned the questionnaires and interviews were conducted with 40 participants. Moreover, document analysis was used to supplement the data gathered through questionnaire and interview. Finally, the data gathered were analyzed using percentage and mean values as well as qualitative analysis.

The results indicate that the level of participation of PTA, LETB and the local community was satisfactory though it is mainly limited to labour contribution. Nevertheless, it has been constrained by factors such as lack of knowledge and skill of PTA and LETB members in mobilization and governance, lack of coordination among the authorities etc.

Among other things the study recommended the need to raise the awareness of the community, the need to build the capacity of the community and encourage PTA members to create a facilitated condition for promoting the participation of the community in a sustainable and meaningful manner.

CHAPTER- ONE

INTRODUCTION

This chapter is primarily aimed at discussing the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of Key terms and organization of the study.

1.1. Background of the study

Education is the basis for development of a country. To mention some of the key benefits, increasing food security, improving health, stabilizing population growth, increasing the number of skilled workers and raising the human resource for improving individual welfare and growth in national productivity and income, social-cohesion, tolerance and democratic culture are all very positively impacted by ensuring that a country's people are literate (Lockheed & Verspoor, 1991).

Owing to this fact, many developing countries including Ethiopia, have given due emphasis on expanding education both in primary and general secondary education. As a result, there has been a tremendous change/ increase in enrollment rates during the last three decades and in Ethiopia we have witnessed an unprecedented expansion of primary as well as secondary schools and the resultant increase in enrollment rates.(MoE, 2005)

Nevertheless, as the development of education is by and large a function of the available resources that a country actually or potentially possesses, the advances achieved so far may not remain sustainable. The development of education may be threatened, among others, by unrestricted population growth, slow economic growth or recession and political instability. (Graham-Brown, 1991)

Graham-Brown further argues that that education may suffer from the effect of economic stagnation, debt crisis, poverty, low level of investment, unemployment, etc. He also notes that restrictions on funding by international financial institutions and other aid organizations together with the decline of domestic expenditure have begun to cause paralysis in the total educational activities. Especially in rural areas of developing countries, the physical conditions of buildings have deteriorated due to lack of maintenance. Basic expenditure on stationary, publication, books, etc is almost insignificant.

Thus, in developing countries, both providing and maintaining the quality of primary education is unthinkable with the conventional budgeting where most of the operating budget is consumed for teachers' salary and administrative functions which also holds true for Ethiopia.

Regarding this, Shaeffer (1991) states that Governments, especially at the primary level are increasingly becoming unable to supply the necessary input in a sustained manner to sustain and improve the sector as a whole.

As a solution for the above problem, Ogun (1982) in Shaeffer (1991:6) adds that in the last three decades, a very different approach to development often called 'people-centered' or sustainable development is being pursued. Ultimately, this approach, Shaeffer notes, depends on enhancing people's capacities as individuals and groups to improve their own lives and take greater control over their destinies. Such an approach to development represents a considerable change in social and political relationships and in who participates, controls and empowered by the development process.

Since education is a sector that consumes huge amount of resource, it cannot be done by government alone . It requires active participation and inputs from all segments of the society. In developing countries, both provision and maintaining the quality of primary education is unthinkable with the conventional budgeting where most of the operating budget is consumed for teachers' salary and administrative functions which also holds true for Ethiopia. According to the ministry of education, the provision of access to primary education for all school age-children and provision for the many over age-children is not achievable by the government without the community participation. To achieve the goal stated above (primary education for all), the community participation in school leadership and management, contribution of money, labor and local materials for classroom construction and parent ,school and community partnership is indispensable (MOE,2005).

In Ethiopia, parental and community involvement in school affairs has a long tradition. The level of the community involvement was however limited to the physical improvement of their schools and people's involvement used to happen only when they are asked or told by their authorities. As indicated in MOE (1999:18), in many areas, in Ethiopia, the community had in the past contributed in cash or in kind to school construction, maintenance, procurement of

school materials and even the employment of teachers and other personnel as a joint venture between the government and the community.

Realizing this, the education conference held in Addis Ababa in September, 1993 has underlined the role of the community in improving the school facility and agreed to mobilize the community for educational development. As a result, there has been promising efforts to involve the community and significant development have been observed.

According to the ministry of education, the provision of access to primary education for all school age-children and provision for the many over age-children is not made achievable by the government without the community participation. To achieve the goal stated above (primary education for all), the community participation in school leadership and management, contribution of money, labor and local materials for classroom construction and parent ,school and community partnership is indispensable(MOE,2005).

In Tigray Region, community participation has a significant role in supporting primary education. Most of the activities accomplished by the involvement of local community had mainly focused on maintenance/construction of reading rooms, pedagogical centers, latrine, additional class rooms and teachers' residence. Studies show that the contribution of the community was the highest which accounted for 46% in support of primary education followed by Tigray Development Association (TDA)/ Basic Education System Overhaul (BESO) 41.3% and the schools 11% and others1.2%, Mitiku (2004).

In southern zone, where the study was conducted, the contribution of the community as studied by TDA/BESO in six schools of two woredas shows similar trend. Recently, in the attempt to reduce class size and abolish shift system, the role of the community was reported to be significant in providing material, labor and financial support and facilitating the construction of additional classes and opening new schools.

Such a participatory approach to educational development has to be made more systematic and sustainable for education is a public enterprise that requires active participation and inputs from all segments of the society. Obviously, education is a sector that consumes huge amount of resource which cannot be born by governments alone no matter how they regard education and how much committed they are to provide education for their citizens. In light of this, an

attempt will be made to assess the current status of community participation in the study area under focus.

1.2. Statement of the Problem

These days, the government of Ethiopia has placed emphasis on expanding education in general and primary education in particular. Consequently, the expansion of primary education, particularly in terms of quantity has shown an unprecedented increase in enrolment rates. As a result of a series of measures taken to achieve the universal primary education (UPE) , the primary enrollment target set for the ESDP I was surpassed with enrollment reaching 13.5 million in 2005/06 from 8.1 million in 2000/01 (World Bank,2008). Over this period, the GER increased from 61.6 % to 91.3% and the NER from 52.2% to 77.5% (WB, 2008). However, access to education opportunities continues to be an obstacle, especially for female and other “most vulnerable children “(rural and pastoralist children, orphans, children in remote locations, dropouts, and poor children etc...)”. As the barriers of participation, lack of schools in rural areas (MoE, 2010) and financial burden on households paying education expenditures (World Bank 2005) are pointed out.

As Ethiopia is one of the developing countries with multifaceted economic and social problems which are provoked by population growth, the commitment of the government to provide free primary education to its citizens can not in any way be successfully shouldered by the government alone. This is because of the reality that education consumes huge amount of resource and the demand for education in most developing countries, which also holds true for Ethiopia, is growing faster than the resource base. For example, MoE (2008), explained that, the rapid expansion of the education system has left a considerable financing gap between available funds and the anticipated cost of investments needed to improve and maintain quality. The budget indicated in the ESDP III was 53 billion, but only Birr 37 billion was provided for in PASDEP (Plan for Accelerated and Sustained Development to End Poverty). Under the proposed GEQIP, the estimated funding requirement for quality improvement was over US \$1 billion (or 10 billion) over a period of five years. At the same time, a high proportion of education recurrent budget for primary and secondary education is allocated to teacher salaries (over 90 percent).

Reiterating this fact, Colclough (1997) points out that nowadays governments are supporting education very strongly but many of them are unable to extend their resources far enough. Coombs (1985) also maintains that the ability to transfer other resources to education is generally slight because education consumes so much most governments are required to pursue two strategies: seeking ways to reduce unit costs and finding means to share the burden.

Sharing the burden, in effect, demands the mobilization and integration of stakeholders of education, teachers, and students. Parents and local community. Schools which have relatively little contact with communities are less likely to make remarkable advances and success in the improvement of primary education cannot be achieved without the contributions made by the community participation.

As a result, the need for active participation of the community to support the provision of primary education appears to be of vital importance that needs to be given due consideration. No doubt that community participation complements the efforts of the government and helps fill the resource shortages in the running of educational activities in a sustainable manner.

Because investment Education requires a huge amount of money, there have been encouraging actions to involve the community in contributing its share for the development of education in terms of labor, material and financial support and participation in management aspects of running primary schools all over the country including Tigray region. The 2010 public Education Expenditure Review estimates those community contributions to primary school construction, mainly in the form of labour and materials, are around 0.1% GDP or approximately 3 billion Ethiopian birr. Many communities also systematically raise money for recurrent costs, but this varies greatly from region and no national estimates exist. Under ESDP IV, community involvement will go beyond financial, material, and labor contributions; communities will be expected to exercise leadership, participate in school management in such a manner that it reflects their ownership of the school. In this context, the communities will continue to contribute to financing education, in particular through support to low-cost classroom construction through provision of local materials and labor. An increase in these contributions can contribute to filling the financing gap.

Nevertheless, since 1995 E.C when the abolition of registration fees in the region became effective and the government has cut allocating capital budget for primary education, schools

have been facing problems in running educational activities due to lack of adequate funding from the government which is limited to covering only the expenditure of stationary materials in kind with the view that other types of expenditures are to be covered by the community. This situation coupled with the poor status of most schools which have not been maintained for long and are ill-equipped and the commitment to achieve UPE obviously requires the involvements of the community than ever before.

Besides, some local studies conducted (Emman, (2006)in Ambo woreda Oromia Region; Tefferi, (2007) in Bole sub-city Addis Ababa; and Amare (2008) in Axum Tigray Region), have shown that community participation in the implementation of primary school curriculum and improving quality of education have not been well planned, organized and coordinated and lacked conscious and sustained efforts. This implies the need to raise the awareness and empowerment of the community so that they would develop sense of responsibility and ownership and extend their support in a sustainable manner.

Thus, the present study, conducted in southern zone of Tigray Region, tried to investigate/assess the extent of community participation in rendering support in terms of labor, material, and finance and management aspect of primary schools, which has great influence in improving students' academic achievement. The researcher attempted to investigate the local community's commitment and their level of awareness in reconstructing, upgrading, and furnishing a number of primary schools which are found in southern zone of Tigray region. Although, community participation in education can be expressed in different ways ,(e.g. the involvement of parents in children's learning at home and at school), this study mainly and particularly has tried to investigate the level of awareness of the local community about the importance of their participation in supporting educational programs by labor, material and financial support .

1.3. Objectives of the study

1.3.1. General Objective of the Study

The major objective of the study is to investigate/assess the level of community participation in promoting the educational activities in primary schools of southern zone of Tigray Region.

1.3.2. Specific Objectives

In line with the general objective of this study, the following are specific objectives of the study :

1. To assess the extent of community participation in rendering support in terms of labor, material, finance and management aspect of primary schools.
2. To assess the view of stakeholders-local community, teachers, PTA, education and training Board ,Local and woreda administrative council and local community members on the need for community participation.
3. To investigate the role of PTA, Local education and training Board, local and woreda Administrative-council and woreda education office in initiating community participation.
4. To identify potential constraints for active participation of the community.

Stated differently the study was guided by the following basic questions:

1. To what extent does the community participate in rendering support in terms of labor, material, and finance and management aspect of primary schools?
2. What mechanisms are in place to involve community in support of primary education?
3. To what extent does community participate in school affairs?
4. What are the potential constraints in securing community support for schools?

1.4 Significance of the Study

As argued earlier, promoting primary education cannot be attained or facilitated without the active involvement of the community. The present study is therefore believed to have the following importance:

1. It may provide educators and local decision makers with the necessary information about the current level of community participation in supporting primary education.
2. It may help education officials and other stakeholders of the education system realized the constraints that hinder active participation of the community;
3. It may help local decision makers and practitioners develop appropriate strategies that would promote community participation in the development of education in a sustainable manner and bridge the gap between schools and community;
4. It may encourage other researchers to conducted related studies in other areas and explore the problem further.

1.5 Delimitation of the Study

This study is delimited to investigating the extent of community participation in supporting primary education in terms of labour, material, financial contribution and management aspects in four woredas of southern zone of Tigray Region. The inclusion of four woredas in this study is believed to give adequate coverage of schools found in the zone and is fairly representative. The study also delimited to governmental primary education because primary education is the basis for secondary and higher education and results of the present study might have important implications for the higher levels.

1.6. Limitation of the study

The study was constrained by paucity of data with regard to the actual recording of the contribution of the community mostly due to lack of proper record keeping and the recurrent turnover of educational and transfer and frequent replacement of principals and PTA members for various reason. Moreover, shortage of time had also its own impact as some of the sample schools were remote and inaccessible for transportation. However, these problems have been challenged by the researcher using different techniques during distribution.

1.7. Operational definition of Key Terms

Community:-people who live in a geographic or catchment-area and whose children share the same school. In this study community refers to the people or society in its general sense. It means all the people including those who have children in school and those who do not have.

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

Woreda:- a division or area marked off, developed for administrative purpose, with defined authority and responsibility and with estimated population size about 100,000(Jeilu Oumer,2001).

Zone:-An intermediate administrative level between region and woreda. (Jeilu Oumer, 2001).

1.8. Organization of the Study

The study is organized in to five chapters. The first chapter deals with background of the study, statement of the problem, significance, delimitation and limitation of the study. The second chapter presents the review of related literature. Third chapter contains research methodology. The fourth chapter deals with the presentation and analysis for the data. The fifth chapter includes the summary, conclusion and recommendation of the study.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature on community participation in the development of education with reference to generation of resources and involvement in major management functions. More specifically, it deals with conceptual framework with regard to community participation, benefits and impediments, principles of community participation, rationale and areas of community participation. Finally, it reviews the experience of other countries and Ethiopia.

2.1. The meaning and Essence of Community Participation

2.1.1. Definition of community participation

Before explaining what community participation means, it would be sensible to separately look in to the meanings of community and participation so as to have clear perspective. The word “community” is an ambiguous and elusive concept; it has no single and fixed meanings; it is not a homogenous and harmonious entity, Moore (1993) in Lundy (1999:). Thus, it could have different sheds of meanings in different contexts.

The word “*community*” is multidimensional and complex concept and it is defined differently by different scholars. According to *Webster’s New Collegiate Dictionary*, If we may begin with its dictionary definition, community can be defined as “a group of people with a common characteristic or interest living together within a larger society” or “a body of persons or nations having a common history or common social, economic, and political interests (p. 226)”. “From a sociological point of view, community means a group of people who live the same place, share an interest, a neighborhood or common set of circumstance” (Macmillan English Dictionary, 2007, Cited in Kelvin, 2010 p, 16). The characteristic and behavior of communities differs from one community to another depending on the historical background. In political point of view community can be defined as a political constituency that has right to participate in political activities such as elect their leader and make decision to run their government.

For Bachman (cited in Hailemichael, 1996) community is a concept comprising of group of people living in the same area and sharing the same basic interests at any given time. Bray (1987b) has defined community as a group of people who share social, economic, and cultural interests. Bray further notes that members of a community recognize social obligations to each other, hold at least some common values and share an identity.

In spite of the various discussions given above, it could be said the definition given and explanations given by Wolf et al (1997) is much comprehensive and quite informative. According to the work of Wolf et al (1997, pp.7-8), community has the following characteristics:

- A network of shared interests and concerns (although the members may hold opposing views about them and have different investments, roles and responsibilities in relation to them);
- a common symbolic or physical base-a meeting place, a village, a zone within a town, a town itself, or an area served by a school; extension beyond the nuclear or extended family (it is possible that everyone may be related in some way, but the rules that govern the family, e.g. sharing authority, etc are not the same ones that govern the larger groups);
- Members recruited primarily through birth or marriage (for example, a trade union or religious 'community' would not qualify, nor would the 'aid community'. These are not communities in the sense used here, although such groups may indeed have a legitimate role as stakeholder groups in the education process): and something that distinguishes itself from other similar groups.

Types of Communities

Despite possessing some common characteristics, communities are not of one type. They differ in many ways. And depending on the way they would like to associate to one another, people may belong to different communities. Aware of that, Bray (1987b) identifies several types of communities: geographic community; religious community; ethnic community; racial community age-based community; gender based community, and a community based on family concerns. Some of these types of these communities warrant further classification.

What Bray calls geographic community binds all individuals living in a village, rural district, urban or suburban areas. In some situations, all the people for a given country or even a continent may see themselves as a community. In any case, schools, the primary subject of the present study, belong to geographic area. In some situations they can also be formed and supported by village development associations and by local parents' groups (Bray, 1987b)

Alternatively, the word 'community' certain ethnic groups (e.g., Amhara, Oromo or Tigre). It may also refer to racial groups (the Black or the white). It may also designate religious groups (Christians, Mormons, Jews or Muslims). Even within a single religious there may exist extra cohesive sub-communities such as: Roman Catholics, Baptists, Methodists, and Anglicans and so on. Bray also notes people are a minority and see themselves as fundamentally different from others may join a certain group identify themselves as a cohesive community.

On top of that, some communities also sub-divides themselves by sex and age for particular purposes. In all parts the world males and females and children, youths, middle-aged and elderly meet separately for some purposes.

Above all, communities may also be based on occupations. For example, many commercial companies, universities and missions run schools for the children of their workers. The Rotary and Lions clubs are communities of businessmen which do not usually run their own schools but often provide grants for specific projects. Finally, communities can also arise from shared family concerns. Among the most important for school support are parent's associations, based on adult's shared involvement with the welfare of their children (Bray, 1987a).

2.1.2. The concept of Community Participation

For the last two decade, the word "community participation" *has* become a crucial aspect in development processes. Both international and local communities recommend for the government to involve local people in decision making that directly affect their life. Different scholars and institutions define the concept of community participation in different ways based on different context. The concept of participation may take different shape and characteristics. As indicated in Kelvin, (2010,p20) "The Economic Commission for Latin America (1973) defined community participation as voluntary contribution by people in one way or another in cash or in kind in public program. The above definition views community participation as bottom-up approach originates from the people themselves and not forced by external pressure."

Various writers and theorists of participation provide some criteria to evaluate the level of People's participation in development projects. Rowe and Frewer (2000:11) suggest two criteria to evaluate public participation process. The first criteria is representativeness, they recommended that people's participation must represent sample of the affected population.

Independence is the second criteria that mean people should participate in development process willingly without forces from external and not depend much from outsiders.

2.1.3. Characteristics of community participation

Before going in to the features of community participation it is wise to explain what participation means. Like the concept of community, community participation is defined differently. For Kohssay and Oakley participation is "collaboration, in which people, voluntarily, or because of some persuasion or incentives, agree to collaborate with an externally determined development project, often by contributing their labour and resources in return for some expected benefits"(1995, p. 5).

World Bank (2000b:2) define participation as a process through which stakeholders influence and shares control over development initiatives and decisions and resources which affect them.

Therefore, based on these two definitions of participation, one can realize that both definitions see participation as important instrument of empowering people in development process. In a simple Way, participation gives power to the people. However, for the participation to be meaningful the action must be voluntary and not forced by external. In order for the people to participate effective, they must be willingly to participate in development activities, education and awareness is very essential in influence community participation.

Types of Participation

Reading the work of Pretty (1995) provides a good understating types of participation. Pretty identifies six types of participations:

1. **Manipulative Participation:** In this type of participation, the community themselves are not willing to participate in development processes but because of the external manipulation they simply pretend.
2. **Passive Participation:.** People participate by being told what has been decided or has already happened. This type of participation is difficult when it come to the implementation stage, people fails to support the project because they were not involved during the planning stage.
3. **Participation by Consultation:** People participate by being consulted or by answering questions. There is no room for the shared decision-making between the stakeholders and the professional. This type creates the gap between the local people and professionals.

4. **Participation for Material Incentives:** People participate in work for food arrangements; for the cash or other material incentives. This type of participation is not voluntary but people attracted by incentive given to them.
5. **Functional Participation:** Participation is seen by external agencies as a means to achieve project goals, especially reduced costs. People participate by forming groups to meet predetermined project objectives.
6. **Interactive Participation:** People participate in joint analysis that determines how available resources are used. This type is the best, because it regards local people as potential and equal partner in development processes. This type of participation creates the sense of ownership of the development project by the community.

According to the researcher's view, from the above types of participation the most commonly used approaches are mobilizing local people by telling them what has been decided or has already happened and mobilizing people who participate in work for food, cash or other material incentives. However, for the participation to be meaningful the action must be voluntary and not forced by external. In order for the people to participate effectively, they must be willingly to participate in development activities, education and awareness is very essential in influence community participation.

Cernea, (1985) in Lundy, (1999:125) suggests that participation is empowering people to mobilize their own capacities, be social actors rather than passive subjects, manage the resources, make decisions and control the activities that affect their lives.

Shaeffer (1994:15) further elaborates participation as a concept that comprises of the idea of strengthening the power of local people to take the initiative in the decision of formulating and implementing activities and programs pertaining to their own affairs. 'Participation' in this regard recognizes that the people at the grassroots level can be creators and fruitful partners in development.

In general, community participation is a social process by which specific group of people living in a defined geographical area actively peruse identification of their needs and make decisions and work together to meet their shared needs, Bichman in Hilemichael(1996 :7-8)

2.1.4. Benefits, Impediments and Risks of community Participation

a. Benefits of community participation in education.

These days, developing countries have recognized the importance of community participation in social development and decision making. As a result of community participation, innovative ideas may arise and new and positive initiatives may be stimulated. There can be better problem solving and crisis management and greater levels of project management and goal attainment. Services can be made at a lower cost and added resources can be brought in to the system. Equally more important is the fact that resources can be utilized more effectively when the community is given greater social control over the planning and implementation of education and health services, Burkey (1993), in Hailemichael (1996).

More clearly, Shaeffer, (1994:26-27) has described ways in which more participatory approaches to education can lead to change both in the nature of education and among the actors themselves as follows:

Collaboration will facilitate the gathering of more resources for education, not only from parents and local communities but also, in some cases, from external donors and governments. More of these local resources may go directly to local communities rather than being expended on central programmes. In other words, collaboration enhances the involvement and greater support of more actors in education (parents, community organizations, private enterprises, NGOs).

Moreover, collaboration/participation will lead to an increase in the supply of education, leading itself to more districts being covered, and more teachers trained, more materials produced, more 'clients' served. This in turn, will result in an improvement in the quality and relevance of education which means more useful educational content and more specific, school-based innovations.

Apart from these, participation will develop greater school efficiency and high pupil achievement which will have higher enrollment and attendance rates, greater pupil creativity and pride and better academic results.

Participation will also help achieve new knowledge, skills, attitudes and behaviors within the community; more learning by the community; greater awareness of the potential of education, better organized and managed projects in other development sectors and the greater

involvement of women in education and in community affairs. This in turn, will generate more skilled teachers who will be more confident, flexible and interactive; less fearful of parents and more responsive to their conditions and needs: more professionally satisfied and more supportive of change, innovation and initiative.(uemura,1999).

Moreover, community participation can contribute to education delivery through various channels. These include advocating enrollment and education benefits, boosting morale of school staff, raising money for schools, ensuring students' regular attendance and completion, constructing ,repairing and improving school facilities, contributing in labour, materials , land and funds, recruiting and supporting teachers, Making decisions about school locations and schedules, monitoring and following up on teacher attending school meeting to learn about children's learning progress and class room behavior, providing skill instruction and local culture information, helping children with studying, garnering more resources from and solving providing through the education bureaucracy, advocating and promoting girls' education, providing security for teachers by preparing adequate housing for them, 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 stimuli for their cognitive development,(Cummings & Dall, 1995 , Uemura 1999).

b. Impediments and Risks of Community Participation

As discussed in the foregoing section, community participation has a lot to benefit the educational program, nevertheless, there are a wide range of factors that could hinder and indeed constrain the promotion of participatory development.

Regarding this, Brownlea (1987) in Awash (2001) stated that both skeptics and advocates of participatory development recognize that it is a process characterized by difficulties, risks, disappointment and unkept promises. For some participants, the benefit of the participatory process is questionable: the participation involves people who have less skills or knowledge than those responsible for making decisions; they are less accountable for whatever the outcome might be expected of the ultimate decision makers. In these situations and for these people, participation is burdensome, an unwarranted cost and does little to improve the quality of the eventual decision.

Botes & Rensburg (2000) also add that in some instances, community participation is not a genuine attempt to empower communities to choose development options freely, but is rather an attempt to see preconceived proposals. Participation processes often begin only after projects have already been designed. The process is not an attempt to ascertain the outcome and priorities but rather to gain acceptance for an already assembled package. Consultation with the community may simply be to legitimate existing decisions that is to tell people what is going to happen by asking them what they think about it. Community participation in these cases is nothing more than attempts to convince beneficiaries what is best for them.

Uemure (1999) in his part has also touched up the challenges for community participation that emanate from teachers ,parents and the community .He states that involving the communities in the education delivery requires facing and tackling a number of challenges. Indeed, 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. Among the challenges, problems that have been witnessed among teachers and parents and communities are worth nothing With regard to teachers, it is revealed that, not all teachers welcome parents' and communities' participation in education. They tend to feel that they are losing authority within schools, as power is taken by community and parents. Besides, they feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

Likewise, not all parents and community members are willing to get involved in school activities. The reason behind is that some have had negative schooling experiences themselves; some are illiterate and do not feel comfortable talking to teachers and getting involved in any kind of school activities. They feel do not have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labour by sending their children. Even though they see the benefits of schooling, opportunity costs are often times too high.

Shaeffer, however, generalizes that regardless of the above stated impediments; participatory approach to development has proved to be able to expand the supply and increase the relevance of basic social services and to enhance people's capacities as individuals and as groups in

improving their own lives and to taking greater control over their own development. He further contends that this occurs most readily, of course, under two conditions:

1. When the users of this approach recognize and move to control the possible negative aspects of participation described above and,
2. When the dominant actor in development- is committed, at all levels, to working more collaboratively with, and encouraging the greater participation of other partners in development and thus tries to develop the norms, the structures and procedures and the skills and attitudes required to implement more participatory development.

2.1.5. General Guidelines for Promoting Community Participation

Although community participation can be a strong tool to tackle some educational problems, it is not universal remedy that can solve all the problems encountered in the education sector. Any strategy aimed at achieving a high degree of community participation requires careful examination of communities because each community is unique and complicated in its nature. Therefore, the following issues stated by Uemura (1999), need to be consider in order to achieve high degree of community participation:

To understand the nature of the community: as mentioned in the previous sections, no community, group or household is homogenous, it is crucial to examine or understand community contexts, including characteristics and power balance. This help to successfully carry out activities that promote community participation.

To assess capability 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 creat specific plans or components of the projects. School/parents/community organizations need to have certain knowledge, skills and attitudes to realize successful community participation in education. These include; (a) an understanding of the rational for greater participation of its potential advantages and of its constraints and risks: (b) attitudes which encourage an open, transparent and collegial environment in the school and open channels of communication between the school and the community: (c) knowledge of local conditions which influence educational demand and achievement: (d) simple research and planning skills: (e) school management skills: (f) the ability to gain the trust of parents and other parents in the community and, (g) the ability to mobilize resources from various interest groups and power in the community.

If any of the capabilities mentioned above is lacking or insufficient, it is necessary to provide adequate training. For instance, teachers in Escuela Nueva in Colombia receive special training in how to involve the community and other institutions of the locality for the benefit of schools.

To Establish Communication Channels:

In order to exercise any kind of community participation, there needs to be understanding among all stakeholders and all people who are targeted. Reasons and benefits of the community participation have to be clearly addressed and understood by the local community. Continuing dialogue between schools and community is also essential because it usually takes a long period of time to yield any benefit. Also all stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people.

One of the strategies that contribute successful community participation is to conduct a social marketing campaign and an awareness campaign. Such campaigns designed to target parents and the community members can help them increase their understanding on the benefits of their collaboration with teachers and schools. It is also helpful if community members themselves can get involved in the campaigns so that feel more responsible and attempt to recruit more people from communities.

To conduct Continuous Assessment

It is important to conduct assessment of community participation continuously, once the implementation gets started. The communities are always evolving and so are their needs and demands; therefore, the strategies need to be modified and tailored accordingly. Original plans need to be carefully designed and examined, but also need to be flexible enough to leave room for making changes in the efforts of the implementation.

The assessment should, specifically, look at the degree of the effects of the practices. It is also important to make sure that the different stakeholders' voices be reflected in the implementation practice.

2.2. Community Participation and School Development

It is apparent that there is a symbiotic link between schools and communities. Community involvement is central to effective schools. School-community is a two-way street. Concerning the strong relationship that should exist between schools and communities, Ayalew (1991: 11)

has emphasized that the schools have much closer and intimate relation to and more frequent interaction with community. The parents have greater concern with the way these schools are treating their children. The issue of school and community relations, thus, enforces the whole society to work together. The school, in turn, can contribute to the community by addressing community needs in its program and by organizing students to work on community problems and projects.

Expanding on the above idea, Uemura (1999:4) explains that 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 the 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 betterment of the society in which they operate, by equipping those skills importing in society. School cannot and should not operate as separate entities within 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 contribution.

Education takes place more sufficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents and communities.

One way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school.

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. The extensive examination of six case studies on the Philippines, Kenya, Bangladesh, Pakistan, Colombia and Bolivia lead Rugh and Bossert (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.

Ofcourse, many research studies have identified various ways of community participation in education. Among these, Heneveld and Criag (1996:19) recognize parent and community support as one of the key factors to determine school effectiveness in sub-Saharan Africa. They

have identified five categories of parent and community support that are relevant to the region which include (1) children come to school prepared to learn, (2) the community provides financial support to the school; (3) communication between the school, parent and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

According Joyce Epstein of Johns Hopkins University, there are six ways of involving the community which includes parenting, communicating, volunteering, learning at home, decision making and collaborating with 7 communities. However, for effective, enthusiastic and sustainable involvement of the community it is imperative to strengthen the capacities of schools and communities so that they manage their own affairs and ensure complete basic education for all children. It is important to help the community develop a feel of ownership of the school that way they will be encouraged to invest in the school. Whatever people don't invest in, they cannot value it. (Nwaneka, et al. 2010).

In Joyce Epstein's framework,

- **Parenting:** Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade class. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- **Communicating:** Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.
- **Volunteering:** Improve recruitment and training to involve community members as volunteers and as audiences at the school. Enable teachers to work with volunteers who support students and the school.
- **Learning at Home:** Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.
- **Decision Making:** Include families as participants in school decisions, governance, and advocacy activities through school authorities.
- **Collaborating with the community:** Coordinate resources and services for students and the school with community groups.

To sum up, when parents contribute their time, labour, materials land and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teacher's 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 to improving the education delivery, (Rugh and Bossert, 1998).

Put in another way, when community members participate in school affairs, they learn what problems prevail in schools and what can do to solve the problems. Consequently, they make efforts which are the means for improving the educational programs.

2.2.1 Rational for Community Participation

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. To this end, communities and society must support parents and families in the upbringing, socializing and educating their children as education takes place not only in schools but also within families, communities and society. Thus, schools should not operate as separate entities within society. They need the cooperative support of these different groups of people and hence it is important to establish and continuously attempt to develop partnerships between schools, parents and communities.

The ultimate goal of attempts to involve the community and parents in education is to improve the educational delivery so that more children learn better and well prepared for the changing world. The reasons for community participation are also targeted to achieving the above stated goal. Consequently, the following rationales that explain the importance of community participation in education have been identified.

a. Maximizing Limited Resources

The first and crucial reason which is pertinent to the study under consideration is the need to maximize limited resources. As stated by Uemera (1999:4), most governments all over the world have been committed to delivering education for their children, particularly after the world conference on education for all, assembled in Jomiten, Thailand 1990. However, governments have found themselves incompetent to do so because of lack of resources and capacities. This, then, has resulted in making a shift to finding efficient and effective ways to utilize existing limited resources.

This implies that the participation of the community in contributing resources is being considered as a means to overcome the problems school face. The participation of the community in supporting schools as stated by UNESCO (1985: 24) takes three forms which are monetary contribution, contribution in kind and contribution in the form of labour. These three monetary contributions are studied under community financing which Bray (199&; 186) has clearly put it by reasoning out that in most contexts financing implies provision of direct monetary contribution. However, he adds, much community support in education is non-monetary form-land, labour and material have costs associated with their provision and would have to be purchased if they were not provided directly.

In light of these, the rational for community financing could also explain the rational for community participation in resource generation in support of schooling.

Thus, issues relating to community financing of schools have recently come increasingly to the fore in many countries. The chief reason is negative: those governments find themselves financially hard-pressed, and admit that they cannot shoulder the total cost of education by themselves. Communities generate their own resources to bridge the gap, for they realize that the alternative to self-help is no help at all. More positively, expanded community financing may encourage participants to value education more highly, and greater parental involvement can the effectiveness of school systems.

As stated above, community provision of schools with the necessary facilities, especially, with reference to financing, often starts at a time when government resources are not available or when there is a short fall. This phenomenon is a distinguishing feature of developing countries.

The increased need for community financing is linked to the expanding cost of education. In turn, this is linked to the expansion of education in most developing countries is growing faster than the resource base. Colclough (1997:189) confirms this by stating that “nowadays many governments are supporting education very strongly but still many of them are unable to stretch their resources far enough.”

Regarding this Coombs, (1985: 137-138) sates that, “the type of education being demanded keeps increasing in price. This is because the thrust of demand moves up from primary to junior secondary, and ultimately higher education; standards and expectations regarding the materials and equipment needed for a good education rise; teachers gain salary increments

from experience and higher qualifications, and greater stress is placed on more expensive forms of practical and vocational education.”

He, further, contends that the ability to transfer other resources to education is generally slight because education consumes so much, most governments are required to pursue two strategies. On the one hand, they must seek ways to reduce unit cost and on the other hand; they must seek ways to share the burden. Attempts to expand community financing are part of the latter.

Colclough (1997:189) also looks into the rationale for community financing from two perspectives—from the community and from the government. From the point of view of the community themselves, the principal reason for undertaking community financing project is to secure a service that is not provided by the government or any other organization or individual. In some cases, he adds, government provision is judged quantitatively inadequate and community financing seeks to reduce the short fall. In the latter case, community financing may supplement provision in existing schools or it may lead to the creation of completely new institutions.

From the point of view of governments, community financing may be considered desirable because it reduces pressures. It is also sometimes argued that community financing can improve the impact of education. It is suggested that people who directly pay at least small amounts for education and other services come to value those services more highly than when they are handed out anonymously and apparently without cost—self projects can also promote desirable forms of social cohesion, though of course none of these are automatic outcomes of community financing schemes.

b. Identifying and Addressing Problems:-Communities 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 Gambia where the techniques of participatory rural appraisal (PRA) was adapted to education and carried out in order to understand why girls do not attend schools, to mobilize communities around these problems and to assist them in organizing their own solutions. This, finally, resulted in identifying the key disincentives to educating girls and resolves the problems in a practical way utilizing mainly their own resources,(world Bank 1995a).

c. Increasing Accountability:-Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which assists them in various ways. It is when parents extend their contribution in terms of time, labour, material, land and money that they tend to be more involved and concerned in school activities, develop sense of ownership and enthusiasm for further improvement of schooling. This in turn leads to the development of sense of accountability on the part of teachers and school staff.

d. Ensuring Sustainability:-Community members are expected to be actively involved in the process of interventions through planning, implementation and evaluation. This in turn creates a fertile condition to enable them acquire skills and knowledge that will later enable them to take over the activities of school development or program on their own. Thus, involving community is a way to ensure that the benefits gained by their involvement are to be sustainable because they have contributed their share and are likely to feel that their involvement has achieved results and would be more motivated this results or achievements to continue further.

e. Creating and Nourishing Community: – School Partnerships. As carino and valsimo , in shaeffer (1994) stated there are various ways to bring parents and community members closer to schools which they serve including 1) minimizing discontinuities between schools and community and between schools and family, 2)minimizing conflicts between schools and communities, schools and families, teachers and parents,3) making easy transition of pupils going from home to school,4) preparing pupils to engage in learning experiences and ,5) minimizing cultural shock of new entrants to schooling.

On the whole as Chamberlain et.al (1970: 347) has explained the reason behind involving the community in support of school to enable the community understand intelligently all aspects of the school to do ; to determine how the community feels about the school and what it wishes the school to do; secure adequate support for sound educational program, help the community feel a more direct responsibility for the quality of education the school provides; earn the good will, respect and confidence of the community in professional service of instruction and to involve the community in the work of the school.

2.2.2. Areas of Community Participation

2.2.2.1. Resource Generation

According to Bray (1987:172), the mechanisms used to raise resources differ according to the type of community and the circumstances. Among others, cultural contexts and the inventiveness and enthusiasm of the organizers are of importance.

The other contribution that communities can make is land. As stated by Bray (1987:39) land is so obviously needed by the school and because parents themselves want to minimize the distance that their children have to walk to school, many schools are able to secure gifts of land quite easily either in the form of donation or purchasing land.

Communities can also contribute materials to support schooling. As Bray (1987:56-59) has put it, other than building materials, schools require books, furniture, cooking utensils, laboratory equipments, and so on. Locally produced materials can often be secured during fund raising ceremonies. It may also be possible to secure donations of books and other equipment by rating contacts through writing from commercial companies and organizations such as the Rotary club and Lions club.

2.2.2.2. Community Participation in Management and Decision Making

The participation of the community in support of educational development was largely confined to contributing resources. Regarding this, UNESCO, (1985:26) states that community participation in school management has very often been confined to requests or even demands for contribution in kind, cash or labour. Ahmed,(1991;133) reiterates this by stating that even after the community is represented in the school committee, it was seen as a means of raising finances from the community rather than active participation in managing education activities.

In connection with this, shaeffer, (1994:168) further comments that the representations of the community in school affairs by school committee or PTA does not indicate participation of the community if it confined itself in the collection of fund. To make participation meaningful and active, it has to go to the extent of participating in planning, decision making, budgeting, monitoring and evaluation, student and staff discipline management. In light of this, the management functions to be focused in this paper are the participation of the community in planning, decision-making and monitoring and evaluation aspects and are briefly presented here under.

Community Participation in planning:- The participation of the community in the planning of school development activities is of paramount importance for various reasons. Among other things, their being invited to help improve the school in itself will make them feel honored, develop a sense of ownership and generate important ideas which ultimately help the instructional program. Besides, their acceptance and knowledge of the plan will inspire them to be highly committed and exert a concerted effort to fulfill the necessary requirements for the implementation of the plan. Once they have the chance to be heard, their interest to work with the school will increase (Bagin and Donald, 2001:98, King 1966:62).

In connection with the above stated reasons and the resultant benefits, UNESCO (1985: 22) suggests that “in order to develop a successful plan which doesn’t remain on paper but that could be carried out as circumstances permit, PTA and school board need to be consulted about their own needs.” Owing to this fact, it is very crucial to involve the local community in the planning of school activities; if at all the school is to be successful in achieving the goals it set to meet.

Community Participation in Decision- Making:- For the purpose of clarity, it would be sensible to begin with defining what decision-making means. Decision-making, briefly defined, is the process of selecting a course of action from among alternative courses of actions. This can be taken either by the individual (principal) or by means of participatory approach by the involvement of pertinent bodies that is by school committees or PTA members.

Moreover, participation in decision-making has several advantages that would lead to the improvement of schooling. According to Marsh,(1988:83), the major advantages are: to increase richness and variety of the school learning environment because of wide of skills, to increase the sense of identity for local school community’s, to enable parents and community understand the education process more fully and support the goals of schooling, to enable the development of common purposes between teachers, parents and emotionally, to reduce the number of legal actions taken out by parents or teachers against the school. He further suggests that though participation may result in some problems, it is possible that such problems could be overcome even if it calls for long term process. Cost in time and extra personnel through appropriate skill training.

Building on the above Imparato and Jeff (2003) in Melisew (2005: 23) stated: "It is true that when local people have the opportunity to make decisions, they sometimes make mistakes. But if they have the opportunity to decide and make mistakes, in time they learn and begin to fight for improvements in school .It does n/t matter if they make mistakes."

Thus, it is mandatory for school principals to give due consideration in creating a facilitated environment whereby the representatives of the community would be engaged in the decision making process so that there would be better school community relationship and consequently improved learning environment.

2.2.2.3 Participation in Monitoring and Evaluation

Successful school improvement is linked to systematically planned and executed monitoring and evaluation process and final out comes (Stoll and Fink, 1996: 53). Monitoring in this case is the continuous or periodic process to review and gather information by management about an activity or a program on a continuing and systematic basis to ensure that action are implemented according to Plan, (Aspin wall et al., 1992:48).

On the other hand, evaluation is a process for determining systematically and objectively the relevance, efficiency, effectiveness and impact of activities in the light of their objectives, (Aspin wall et al., 1992:50)

Nevertheless, as the case may be, members of school board and PTA are laymen; they may not have the requisite knowledge with regard to effectively judge the activities they are responsible for. Hence, the principal's role as a trainer or teacher so as to raise the awareness of the members of the school board and PTA is so crucial in order that they would be in a position to contribute their level best to the well being of the school in executing its responsibilities effectively and efficiently.

2.3 Community Participation in Education: Experience of Other Counties

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 have better education and are well prepared for the changing world. In this regard, there are a number of experiences from different parts of the world (e.g., India, Egypt, and Kenya) which could be cited as examples of the role of community participation in supporting educational development. The experiences of these countries are briefly reported in this section of the review.

As can be learnt from comprehensive a report by UNESCO (2002) the community participation is very encouraging. In India, the governing body that participates in school management is called village education committee (VEC). This body has got the responsibility of monitoring the schools in order to ensure the schools' effective functioning and that of the teachers. A greater controlling and administrative role has been given to the community. This is on the basis of decentralization of authority and devolutions of powers. The VEC constituted for better coordination and streamlining of the management system. It is the apex educational body that consists of five elected members from the community where one of them serves as a president or chair man. The administrative responsibilities given to VES include providing school building, teacher management, school – development plans, monitoring of students enrollment and regular attendance, monitoring the regular functioning of schools and others. It can hire or fire teachers, involves in planning, decision-making and monitoring the implementation process. It supports the teaching- learning process by making financial contribution, repairing and maintaining, etc (UNESCO, 2002:12). Another example is the Basic Education Improvement Project in Egypt (approved in 1993) which allows the government to improve and accelerate the implementation of its strategy to mobilize community support and resources for the education sector. In here, community support is two-fold. The first one is purchasing or donating appropriate sites for school construction and the second is donating the equivalent of 5 percent of the estimated construction cost for maintenance either in cash or in kind, *ibid*: 35).

One of the best known examples of community support is the “harambee” movement in Kenya. Harambee is Swahili word meaning “let’s pull together”, and the concept has been strongly promoted by the nation’s politicians. In 1983, 49.6% of the Kenya’s secondary schools were unaided harambee institutions, and another 21.4% were aided harambee or private schools. Most primary schools also had a strong element of community funding, especially in the physical infrastructure (Anderson 1973, Keller, 1980, Lillis and Ayot, 1985 in Bray, 1987:170).

2.4. Community Participation-Ethiopian Context

After the introduction of modern education by Menlik II, the state took the responsibility of covering the funds and establishment of schools. Likewise, during the emperor’s period, the community had no any role in the management of schools with the exception of paying

educational tax levied on rural land. Local community participation in administration, planning, budgeting and control was inhibited, (Teshome 1979). Consolidating the above facts, Seyoum (1996,p38) has clearly indicated that:- “as schools virtually remained an island into itself, a kind of a foreign body to the community. Its administration was solely managed by the school principal. The school’s contact with the community was limited to visit once or twice a year when the schools celebrate....school day or parents’ day.”

During the ‘Derge’ regime, as a result of the increase in the number of students than it was in the past, there came a greater demand for educational resources. The expenditure for education could not keep pace with the ever increasing student enrollment that the government had to make different calls for wider community participation, (Teshome 1979:40).

Consequently the Ministry of Education adopted a new law authorizing locally effected school management committee for operating and maintenance of schools in collection with the government. Under proclamations No.103 of 1976 and No 260 of 1984, the school committees were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities.

The latter proclamation was meant to strengthen the management and administration of schools by establishing government and public school committees which have members elected by urban dwellers or peasant associations (MOE 1984:121).

The education sector development program Implementation Manual (ESDPIM, 1998:40) also state the main functions of the school committee as: supervising the proper running of the school, endorsing annual of 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 generating capacity of the school, ensuring that appropriate discipline is maintained and participating in the promotion of teachers.

Shortly after the coming of the EPRDF to power and the establishment of the Transitional government of Ethiopia (TGE), it adopted a decentralized policy as one strategy to promote the rural and national development that Ethiopia desperately needs. This is a sharp departure from the Dreg’s central control of primary schooling. In contrast, Ethiopia’s current education calls for greater community engagement as the final, most localized level of the decentralized system and explicitly mandates participation in school operations and management, (Swift-

Morgan,2006:344). The policy change began with 1994 education sector strategy policy of the TGE, which state:-

School will be strongly linked with the community, which will take responsibility in well-being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community .The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions.(MOE, 1994:16-17).

The FDRE's subsequent ESDP I and II program Action plans echo this rhetoric and further underlined the role of the community in education delivery and management. The program action plans of ESDP II give specific examples of ways communities can participate, including "policy formulating, project implementation and problem solving" as well as "construction of new school building..., school maintenance and mobilization of parents to increase enrollment, especially that of girls", (FDRE 2002,section 64 in Swift Morgan 2006). ESDP II also greatly emphasizes the role of communities in helping to fund the education sector program, aiming to have "mechanisms designed so that community will voluntarily and directly contribute to the financing of education based on its capacity." This strategy also intends to "promote a sense of ownership and thereby raise (the community) own role in the management of schools."(FDRE, 2002, section 5-2).

To this end, studies have shown that the experience of managing and financing local schools by the local community is not new to Ethiopia. The local people using local materials and skills have been constructing schools in different parts of the country. Thus, tapping local resources to finance educational development is a long lived practice in the country, Thompson (1981: 279).

To cite some instances, a study conducted in SNNPR by Swift-morgan J. (2006: 352-354) has revealed that the community participates by providing labour and materials for infrastructure projects such as building new desks or repairing classrooms. This effort also included the collection and transport of building materials, the actual process of construction, and the provision and preparation of food and coffee to nourish the laborers.

Furthermore, the study indicates that monetary contribution is placed as first example of ways by which parents and (sometimes) the community members contribute to schooling.

It further identified that there are other emerging and potential forms of participation of the community in support of schools. These included helping to create and implement a school income generation plan; collaborating with teachers to plant trees around the school compound; and participating in awareness-raising at the school.

2.4.1. Socio Economic condition of Tigray

Tigray Regional state is located in the northern part of Ethiopia. It has an area of 80, 000 square kilometers with a population of 4 million. Much of Tigray is highland and depending on the altitude, the climate varies from hot to cold weather. The rural population whose livelihood depends mostly on agriculture constitutes around 85% of the total population. The region is divided in to seven zones namely Southern, Eastern, Central, Western, North-western, South-Eastern and Mekelle zones. Tigrigna serves as the official language of the region and as a medium of instruction in primary schools.

While clerical education has had a long history in Tigray, formal secular education, as in much of the rest of Ethiopia, is a post 1940s phenomenon. The number of school ranged from 20 in the 1940s through 52 in the 1950s to 48 schools in the 1960s out of which 65 % of the schools in the 1940s, 50% in the 1950s and 35% in the 1960s were supposedly government schools managed by the Ethiopian Orthodox church. The highest ever number of the school during the Imperial and the “Derg” regimes was 423 in 1977/78 with a total pupil enrollment of 75, 958. Then after, the number of schools gradually declined to 83 in 1987/88 due to the protracted armed struggle in the region. This shows how primary education was highly circumscribed in Tigray during the imperial and “Dreg” regimes (TREB, 1997: 7-8).

After the armed struggle was over, many of the formal schools were in bad state of affairs requiring major rehabilitation and furnishing endeavors. Scarcity of school facilities and severe shortage of teachers presented themselves as formidable barriers. However, in the concerted efforts made to either rehabilitate or construct 624 primary schools from 1991/92 to 1995/96, the number of public schools grew from 497 to 696 out of which 159 were open-air or ‘das’ schools.

This rapid expansion of the primary school had, however, resulted in the parallel existence of two sets of school, i.e. schools proper which had little or no furniture with no facilities such as latrine, potable water etc and so called ‘das’ or open-air schools which provided no basic

shelter and furniture and were exposed to the elemental phenomena that interrupt the instructional process. Moreover, construction work of the many of the lower primary schools in the rural areas had not been fully completed. 65 percent of the lower primary schools had also been vertically expanding spontaneously without provision for the requisite facilities. Thus, as the student population increased rapidly, supply rather than demand had emerged as the most significant constraining factor.

In general, while access to primary education had expanded fast, the quality of the facilities in the rural schools were so poor that the expansion had been achieved at the expense of quality.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

The study employed descriptive research method. According to Koul (2006) “descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw conclusions from the fact observed.” The selection of a research design was based on the nature of the problem or issue being addressed, the researchers’ personal experience, and the audience for the study. Both qualitative and quantitative research methods were employed to gather information from respondents. Using a mixed method of these methods is believed to be helpful in obtaining firsthand information by employing multiple methods of gathering information. As argued by a number of scholars, qualitative and quantitative approaches should not be viewed as polar opposites or dichotomies; instead, they represent different ends on a continuum. With those assumptions, quantitative method was used for the analysis of the obtained numerical data of the questionnaire. Qualitative method was used to examine the non-numerical data as well as to supplement the obtained numerical data. Besides, relevant documents were consulted to supplement the data gained from the respondents.

3.2. Sources of Data

The research participants for the study were: members of Worada education officials (WEO), parent-teacher and student association members of the schools (PTA), local education and training Board (LETB). These participants are believed to have adequate information and knowledge about the involvement of the community in support of primary education because they are authorized to run the education system and are responsible to mobilize the community in their respective areas. Local community members were selected as primary source of data for the study. Besides, additional empirical data were gathered from documents like minutes of PTA members of the sampled schools, summary and evaluation of principals in initiating the community in school programs, policy documents, and annual statistical reports.

3.3. Sampling Techniques and Sample Size

Stratified random sampling technique was employed in selecting four sample woredas and eighteen schools to be studied with the belief that equal opportunity of being selected and thereby minimizes bias. Prior to the actual selection the study samples all the Eight Woredas

of the southern zone of Tigray Region were grouped into rural and urban wordas (five rural and three urban). Following that, four wordas (two from each group) were randomly picked as study cites wordas from out of five rural wordas. While Raya Azebo woreda and Endamohoni wordea were selected from the rural wordeas, Maichew and Alamata were chosen from urban woredas.

A similar procedure (i.e. stratified random sampling) was used for selecting schools studied. Out of 74 complete primary schools found in the four woredas, a total of 18 schools (24%), six schools from each of the two rural woredas and three schools from each of the two urban woredas were included in the study. As stratified random sampling was used for selecting schools from urban and rural woredas, the number of selected schools from each of the two woredas i.e. rural and urban were not equal because the number of schools in rural and urban woredas were not equal as it is shown in table 2 below.

Moreover, out of a total of 185 PTA members found in these 18 sampled schools, 90(48.6%) PTA members (five PTA members from each of the sampled schools) were included in the study. Among these, four of them were selected using simple random sampling technique and the principal was included purposefully. Added to that, 16 woreda Education officials from each of the four sample woredas (a woreda education head and three supervisors) were taken as sample respondents by employing purposive sampling technique. Besides, 20 LETB and 20 local community members were included in the study by using availability sampling technique and quota sampling technique respectively. Thus, a total of 146 respondents were included in the study so as to gather information about the issue under study (for details see Table 3.1 below).

Table 3.1. Woredas, schools and number of respondents

	No. of complete primary schools	Sample Schools	No. of PTA members		No. of LETB	No. of WEO	No. of local community members
			Total	Sample			
Maichew (Urban)	6	Almaz Alemu	11	5	5	4	5
		Alem	11	5			
		Wefri-Selam	10	5			
Alamata (Urban)	5	Kokeb Tsibah	11	5	5	4	5
		Edget Fana	10	5			
		Bruh Tesfa	11	5			
Endamokoni (rural)	30	Tesfay Ferade	10	5	5	4	5
		Lasa	11	5			
		Mesiwaeti	10	5			
		Serenga	10	5			
		Ksadgodo	9	5			
		Ashara	10	5			
Raya Azebo (rural)	33	Degol	10	5	5	4	5
		Weynalem	10	5			
		Genetea	11	5			
		Hawulti	9	5			
		Lemlem Baro	11	5			
		Kukufto	10	5			
Total	74	18	185	90	20	16	20

Table-Source: Southern zone of TRAS 2012/13 Annual statistical Report

3.4. Data Collection Instruments

In order to collect the required data for the study, three data collection instrument were used: questionnaire, interview and relevant documents. Given blow is a brief description of each instrument.

3.4.1. Questionnaire

Questionnaire was used as the main source of data gathering because of its relative to collect a very large quantity of information at a given point in time. The questionnaire used consisted 40 closed ended items and 4 open-ended items and it had two sections. Thus, the questionnaire was administered to 90 PTA members and 16 woreda education officials. These two groups of participants were selected because they are believed to have adequate information and knowledge about the involvement of the community in support of primary education because they are authorized to run the education system and are responsible to mobilize the community

in their respective areas. The items in the questionnaire indicated the extent of PTA's and WEO's involvement in initiating the local community to participate in school affairs, the level of awareness of the local community in supporting primary schools, factors that hinder the participation of PTA members in school management and the like.

3.4.2. *Interview*

Interview has the advantage that enables the interviewer to establish rapport with the respondents. It allows the interviewer to observe as well as listen, permit more complex questions. These types of questions to be observed as well as listen permit more complex questions to be asked than in other type of data collection tools. Besides, it helps to elicit views, opinions, problems and expectations of the data sources who could not read and write. The interview questions were a combination of semi-structured and structured items. The interview was prepared for 20 LETB and 20 local community members. Like the questionnaire, the interview guide was translated in to Tigrigna because all the respondents are Tigrigna speakers and it is the instructional language of primary schools in the Region. Besides, almost all interviewees were not able to speak and listen English language. From each sample woredas, five LETB and five local community members were interviewed and it took more than a month. The interview mainly addressed the reason for the importance of community participation in supporting primary education, their feeling on the effectiveness of the community participation and their organization to mobilize the community.

C/Document Analysis: - To secure information that could not be obtained through questionnaire and interview, documents such as 18 PTA's minutes from the eighteen sample schools were collected and examined on what issues such as (key management functions like:- school planning, decision-making, monitoring and evaluation of school performance, monitoring and evaluation of the effectiveness of community participation and their organization to mobilize the community in school affairs) were the PTA members more discussed during their meeting. Besides, to get some statistical information of each sample schools, zonal annual report were consulted.

3.5. Data Collection Procedure

Before the actual study was started, the questionnaire was pilot tested on six PTA members, two LETB members, two Principals from and three educational office experts, and four local community members which were not included in the sample area. This was helpful in obtaining constructive suggestions regarding the clarity of the questions and thereby makes necessary amendments. Unfortunately, there were no problems of understanding and the questions were not so difficult to give possible answers. When they were asked to give any comment or suggestion to improve the questionnaire, they suggested that it was clear to read and easy to understand. Thus, the questionnaire and the interview guide were translated in to Tigrigna and were administered to the subject of the study respondents considering the convenience of time and the schedule in to account. Finally, the questionnaires were collected by the researcher and by the friends working in the study area.

3.6. Techniques of Data Analysis

The study employed both quantitative and qualitative data analysis methods. Percentage and mean values were used to analyze questions that need to be treated quantitatively. The qualitative analysis was used to treat open ended questions in the questionnaire and the interviews and information that were gathered through document analysis. The data from interview and open-ended items were analyzed by recording similar responses (themes) .

CHAPTR-FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation and analysis of the data obtained from four groups of respondents using questionnaire, interview and document analysis. The questionnaire was distributed to two groups of respondents that is, Parent Teachers Association and Woreda education officials and the interview was conducted with some members of local education and training Board, local development Agents ,as well as some local community members.

In addition to this, document analysis was undertaken in order to gather supplementary information. The information gathered through questionnaire was analyzed using percentage, mean values and grand means. Moreover, the information secured through interview and document analysis was analyzed using qualitative method so as to get answers for the basic questions raised.

The total population of the study was 146 where 90 of them were PTA members, 20 were LETB members, 16 WEO and 20 local community members.3(3.75%) of the PTA members were illiterate, thus, information was gathered through careful reading and explanation of structured interview.

Out of the 146 respondents 136(93.15%) of them participated in either filling the questionnaire or being interviewed. Thus, from the 106questionnaire distributed to the two groups of respondents, 96 (90.56%) were filled and returned and all of the intended interviewees have participated in supplying the necessary information. It was only 10 PTA members who did not return the questionnaires during collection.

Thus, based on the responses obtained from the respondents in the sample schools and woredas, the analysis and interpretation of the data is presented in the following categorized in sub topics.

4.1. Characteristics of Respondents

The following two tables (table 4.1 and 4.2) shows the characteristics of respondents of the study in terms of sex, age, educational level and occupation. The analysis of the item contained in the two tables is presented after each table in a way that reflects their connection with the study under consideration.

Table 4.1: Characteristics of respondents by Sex, and Age

No	Item	PTA N=80		LETB &LDA N=20		WEO N=16		Local community Members N=20	
		f	%	f	%	f	%	f	%
1	Sex								
	Male	60	75	17	85	15	93.8	15	75
	Female	20	25	3	15	1	6.2	5	25
	Total	80	100	20	100	16	100	20	100
2	Age								
	20-30	20	25	2	10	-	-	-	-
	31-40	37	46.25	4	20	4	25	-	-
	41-50	16	20	12	60	10	62.5	18	90
	51 and above	7	8.75	2	10	2	12.5	2	10
	Total	80	100	20	100	16	100	20	100

As it can be seen from table 4.1 above, the sex composition of respondents; from the whole respondents, 78.67% (107) of PTA, LETB, Woreda Education Officials, and Local community members were males. The remaining 21.33% (29) PTA members, WEO, LETB and local community members were females. Although, there is relatively better involvement of women in PTA, there are only three in LETB and one in woreda education offices of the four woredas under study. This implies that, it is necessary to raise the number of females in LETB so that it would create a conducive condition to exploit the contribution of women which constitute half the population and are at the forefront in bringing up their children and take lions share in being responsible for the education of their children as well. Moreover, the data reveals that it would be sensible to involve females in managerial or expertise positions at woreda education office because this helps their females counterpart especially students to be motivated for learning.

Regarding the Age structure of the respondents, in the same table above shows that the majority of PTA members that is 46.25% (37), and 20 % (4) LETB members and 25% (4) WEO were in their thirties. Besides, 25% (20) and 10% (2) PTA and LETB members respectively were in their twenties. The remaining 28.75% (23) PTA members, 70% (14) LETB members, 75% (12) WEO and 100% (20) from local community members, were in their forties and fifties. This signifies that the majority of PTA members that is 74.6% (59) are in their twenties and thirties that is in the age range where they can put forth maximum energy to execute their duties and responsibilities.

Table 4.2: Description of Respondents by Educational Level and Occupation

No	Item	PTA N=80		LETB N=20		WEO N=16		Local community Members N=20	
		f	%	f	%	f	%	f	%
1	Educational Background								
	Illiterate	3	3.75	3	15	-	-	4	20
	Able to read and write	11	13.75	6	30	-	-	6	30
	Grades 1-4	13	16.25	9	40	-	-	2	10
	Grades 5-8	9	11.25	2	10	-	-	4	20
	Grades 9-12	8	10	-	-	-	-	-	-
	12 +certificate	-	-	-	-	-	-	-	-
	Diploma	18	22.5	-	-	-	-	4	20
	First degree	18	22.5	-	-	16	100	-	-
	Second degree	-	-	-	-	-	-	-	-
	total	44	100	20	100	16	100	20	100
		N	%	N	%	N	%	N	%
2	Occupation								
	Farmer	24	30	12	60	-	-	16	80
	Merchant	16	20	6	30	-	-	2	10
	Principal	18	22.5	-	-	-	-	-	-
	Teacher	18	22.5	-	-	-	-	-	-
	Other	4	5	2	10	-	-	2	10
	total	79		20	100	-	-	20	100

Table 4.2 shows the educational background of the respondents. As it can be seen from the table above, the majority of PTA members that is 45% of which 22.5 % (18) and 22.5 (18) are Diploma and first degree holders respectively. The remaining 55% (44) are literate whose level ranges from basic education to grade 12. This implies that the PTA in most of the sample schools is filled with professionals' who have ample knowledge about their duties and responsibilities. This in turn denotes that there is the opportunity of mobilizing and working with the community for the benefit of schools.

Concerning the educational level of WEO, 100% (16) are all first degree holders. This shows that they are equipped with the necessary qualified man power that is likely to execute their duties and responsibilities at least to a reasonable degree.

Regarding the occupation they have in the above table 3, the majority of PTA members are principals and teachers which account for 45% while 30% are farmers and 20% are merchants and 5% from other walks of life. Regarding to LETB and the local community members the majority of them are farmers which account for 60% (12) and 80% (16) respectively; while 30% (6) LETB and 10%(2) local community members are merchants and other 10% (2) and 10% (2) LETB and local community members respectively are from other occupations.

From this data, it can be speculated that there is good atmosphere for the PTA to discharge its responsibilities without much difficulty as they are closer to each other and can exchange information on a daily basis. As to the LETB, 60% of them are farmers. This may create reluctance and inconvenience to actively participate in school affairs because they may be burdened by their own personal business and other social and government commitments in other sectors especially in agriculture and health.

4.2. Analysis and Discussion

4.2.1. Stakeholders' views toward community participation, extent of mobilization level of awareness and participation.

The following three tables (table 4, 5, and 6) show the views of stakeholders towards the involvement of the community in support of schooling, their level of awareness as to why they are needed to participate and the extent of participation exhibited so far. In light of this, the analysis and discussion of the items contained in each table is presented here under.

Table 4.3: Stakeholders' Views toward community participation in support of schools

No	Item	PTA =80		WEO =16	
		f	%	f	%
1	To what extent is the importance of community participation?				
	Very high	49	61.25		
	high	21	26.25		
	Medium	10	12.5		
	Low	-	-		
	Very low	-	-		
	Total	80	100		
2	What do community members feel about their involvement?				
	A. as an imposition	20	25	1	6.2
	B. as an obstacle	28	35	3	18.8
	C. as their own responsibility	32	40	2	12.5
	D. no idea	-	-	10	62.5
	Total	80	100	16	100
3	How do teachers view community participation?				
	A. as a waste of time	9	11.25	2	12.5
	B. as additional cost on the school	5	6.25	1	6.25
	C. as source of inputs	66	82.5	13	81.25
	D. as a threat	-	-	-	-
	Total	80	100	16	100

As can be seen from Table 4.3 above, PTA's responses with regard to their belief about the importance of the participation of the community for the improvement of primary education is quite encouraging. In the item 1 include there, 61.25% (49) and 26, 25% (21) of PTA members responded as very high and high respectively. This implies that the majority of PTA members have greater awareness about the importance of community participation. Moreover, they clearly pointed out to why community participation is important by stating the benefits of community participation like increasing enrollment, decreasing dropout and equipping schools with the necessary facilities that improve quality of education, to mention few.

Moreover, as it is shown in item 3, the majority of the respondents that is 82.5% (66) PTA members and 81.25% (13) WEO respectively pointed out that the involvement of the community in support of schools is viewed by teachers as a resource for the betterment of schooling while only 17.5% (14) PTA members and 18.75% (3) WEO responded negatively. From this data, it appears that teachers have positive attitude towards the involvement of the community in school improvement. Thus, it could be concluded there is good opportunity in

order that they would involve themselves in mobilizing the community to extend its support for schools.

On the other hand, it is worth noting the majority of the respondents regarding to the feeling of the community about their involvement in support of schools for item 2 viewed negatively. Thus, 25% (20) and 35% (28) PTA members felt that it is an obligation and an obstacle to their personal business respectively while 40% (32) responded that they consider it as their responsibility. This shows that the majority of the respondents that is 60% (48) expressed their view negatively. The response of WEO also reveals the same trend that is 25% (4) reported that it is considered either as an imposition or obstacle while only two 12.5%(2) replied positively and 62.5% (10) reserved themselves from commenting.

From this, it can be concluded that even though the community understand or realize the importance of their support for the improvement of educational programs, as mentioned in the preceding item; it seems appears to be there is lack of proper understanding of why they are being called for participation. It seems that there is still the tendency that the government has to take complete responsibility to run schools. In other words, the need to raise the awareness of the community, especially, on the trend of the educational policy has to be given serious consideration. It should be clearly declared that the governments' role in supporting primary education is limited to covering teachers' salary and some amount of recurrent budget and thus the community is responsible for supplying schools with other necessary facilities like expanding classrooms, maintaining classrooms and other facilities.

Table 4.4: Principals involvement in initiating the community

No	Item	PTA N=80		WEO N=16	
		f	%	f	%
1	Principals and teachers in your school/ woreda involve in initiating the community and parents:				
	Strongly agree	73	91.25	16	100
	Agree	7	8.75	-	
	Undecided				
	Disagree	-	-		
	Strongly disagree	-	-		
	Total	80	100	16	100
2	To what extent is their involvement?				
	Very high	17	21.25	1	6.25
	high	8	10	2	12.5
	Medium	43	53.75	11	68.75
	Low	12	15	2	12.5
	Very low	-	-	-	-
	total	80	100	16	100

Principals and teachers involvement in initiating the community to participate in supporting schooling (as could be seen from their responses for item 1) is particularly encouraging. Thus, all of the respondents that is 91.25% (73) PTA members and 100% (16) WEO replied strongly agree. Besides 8.75% (7) PTA members also agreed on the same issue. As to the level of their involvement (item 2), 53.75% (43) PTA and 68.75% (11) WEO rated that their involvement was medium and 31.25% (25) of PTA and 18.75% (3) WEO rated very high and high respectively.

This implies that the level of the participation of principals and teachers is encouraging because the role of principals and teachers in this regard is so important so as to establish good relationship with the community and win their confidence and source of greater participation. Nevertheless, the interview with PTA and LETB members disclosed that the involvement of principals is greater confined to increasing enrollment and returning dropout. Their involvement in mobilizing the community to generate resources is reported to be very limited.

Table 4.5: Responses on level of awareness and participation of the community and other stakeholders

No	Item	PTA N=80		WEO N=16	
		f	%	f	%
1	Extent of level of awareness of the community about the importance of their participation				
	Very high	4	5	-	-
	High	18	22.5	4	25
	medium	32	40	9	56.25
	Low	20	25.25	3	18.7
	Very low	6	7.5	-	-
	Total	80	100	16	100
	Mean	2.92		3.06	
2	Extent of the participation of the community				
	Very high	6	7.5	-	-
	High	10	12.5	2	12.5
	Medium	38	47.5	12	75
	Low	22	27.5	2	12.5
	Very low	4	5	-	-
	Total	80	100	16	100
	Mean	2.90		3.00	
3	Extent of the participation of teachers in creating conducive environment				
	Very high	26	32.5	-	-
	High	32	40	4	25
	Medium	12	15	10	62.5
	Low	8	10	2	12.5
	Very low	2	2.5	-	-
	Total	80	100	16	100
	Mean	3.90		3.12	
4	Extent of the support of local administrative council and LETB in mobilizing the community				
	Very high	3	3.75	-	-
	High	30	37.5	4	25
	Medium	26	32.5	11	68.8
	Low	18	22.5	1	6.2
	Very low	3	3.75	-	-
	Total	80	100	16	100
	Mean	4.15		3.18	
5	Current relationship with LETB				
	Very high	13	16.2	-	-
	High	30	37.5	5	31.25
	medium	32	40	9	56.25
	Low	3	3.75	2	12.5
	Very low	2	2.5	-	-
	total	80	100	18	100
	mean	3.61		3.18	

Table 4.5: Responses on level of awareness and participation of the community and other stakeholders

No	Item	PTA N=80		WEO N=16	
		f	%	f	%
1	Extent of level of awareness of the community about the importance of their participation				
	Very high	4	5	-	-
	High	18	22.5	4	25
	medium	32	40	9	56.25
	Low	20	25.25	3	18.7
	Very low	6	7.5	-	-
	Total	80	100	16	100
	Mean	2.92		3.06	
2	Extent of the participation of the community				
	Very high	6	7.5	-	-
	High	10	12.5	2	12.5
	Medium	38	47.5	12	75
	Low	22	27.5	2	12.5
	Very low	4	5	-	-
	Total	80	100	16	100
	Mean	2.90		3.00	
3	Extent of the participation of teachers in creating conducive environment				
	Very high	26	32.5	-	-
	High	32	40	4	25
	Medium	12	15	10	62.5
	Low	8	10	2	12.5
	Very low	2	2.5	-	-
	Total	80	100	16	100
	Mean	3.90		3.12	
4	Extent of the support of local administrative council and LETB in mobilizing the community				
	Very high	3	3.75	-	-
	High	30	37.5	4	25
	Medium	26	32.5	11	68.8
	Low	18	22.5	1	6.2
	Very low	3	3.75	-	-
	Total	80	100	16	100
	Mean	4.15		3.18	
5	Current relationship with LETB				
	Very high	13	16.2	-	-
	High	30	37.5	5	31.25
	medium	32	40	9	56.25
	Low	3	3.75	2	12.5
	Very low	2	2.5	-	-
	total	80	100	18	100
	mean	3.61		3.18	

As can be seen from Table 4.5 above, the PTA's and WEO's overall responses with regard to the level of awareness of the community about the value of their participation in support of school improvement is quite encouraging. In all the items include there, the grand mean scores are well over the average mean which is 2.5. More specifically, the calculated scores regarding the level of awareness of the community range from 2.95 to 3.66. In addition to that, the majority of respondents seem to agree that they have adequate agreement across all items. The rate of responses of the PTAs range from 20% (7.5% very high; 12.5% high) for item 2 to 72.5% (32.5% very high: 40% high) for item 3. Beside, a considerable percentage of the respondents of WEO also range from 56.25 % medium for items 1 and 5 to 75% medium for item 2. The participation of teachers in creating the conducive environment as could be seen from PTA's responses for item 3 is particularly encouraging.

The interview with LETB as well as with local community members has also revealed that the awareness and their level of participation is medium. They stated that if the community is approached in a convincing manner by showing the problems at schools objectively, they are willing to cooperate and participate to solve the problems at least by providing their labour power.

They further added that had it not been for the poor coordination mechanisms we employ and the over ambitiousness of our bosses who press us for something beyond the capacity of the community, the society could have performed even better regardless of their economic status.

Thus, it can be concluded that the participation of the community is at a medium or satisfactory level. This achievement can be taken as a step forward because, as Burkey (1996:57) has put it, participation is a complex process that evolves and matures through time- there will be progress, there will be failures-a few steps forward and a step or two back. It is a process of learning by doing.

In relation to the extent of the participation of teachers in creating conducive environment for the community to participate in school affairs (item 3), it can be taken as a promising effort to obtain the support of local community interest for the school programs. Hence, schools with cooperating staff get the benefit of community support.

As can be seen from item4 of table 7, 41.25% PTA and 25% WEO rated that the extent of the participation of local administrative council and LETB in mobilizing the community to

participate in school affairs is very high and high respectively. Moreover, the mean value for both groups of respondents that is 4.15 for PTA and 3.18 for WEO respectively show that their involvement is average and above. This has been affirmed by the interview made with LETB members. They have stated that it is we who shoulder the responsibility of mobilizing the community and as a result we work hard to execute our responsibility. If we take things easy and show reluctance, no one gets involved so the plan fails to be accomplished. Above all, they said, that is why we are there in the position we have.

This implies that, truly, their participation is very encouraging and strengthens the analysis and conclusion made for item 2, that is, the achievement gained in the extent of the participation of the community seems to have resulted from the commitment of LAC and LETB in mobilizing them.

Moreover, the majority of the respondents that is 93.7% (75) PTA members and 87.5% (14) WEO asserted that the relationship between PTA and LETB is at a satisfactory level and even better. Thus the grand mean for both groups of respondents that is 3.39 shows that their relationship is average and above. The interview made with LETB members also strengthens the above result. They, however, have commented that their relationship gets strong whenever there is a problem they want to solve with our cooperation.

4.2.2. Forms of Participation, Who participates and Choice of Participation

In the following two tables (table 7 & 8) issues concerning the domains of participation, key participants, choice of participation with regard to modes and time of participation are discussed using percentage with the view to get information about who the key participants were and in what ways they participating and to see whether or not the community was given the opportunity to choose forms of participation to decide on when to participate.

Table 4.6: Forms of Participation and who participates

No	Item	PTA N=80		WEO N=16	
		f	%	f	%
1	Which one of the following forms of participation are dominantly used?				
	Money	4	5	-	-
	In kind	16	20	3	18.75
	In labour	60	75	13	81.25
	Total	80	100	16	100
2	Which groups of the community participate more				
	Only parents of children	19	23.75	2	12.5
	The whole community	8	10	4	25
	Parents and other poor local community members	35	43.75	8	50
	Parents and other middle class community members	15	18.75	1	1.25
	parents and other wealthy community members	3	3.75	1	1.25
	Total	80	100	16	100

As displayed in Table 4.6 above, Concerning the dominant forms of participation in which the community extends its support to school, a considerable number of respondents from both groups that is 75% (60) PTA members and 81.25% (13) WEO have responded that labour contribution is the most dominant form of participation in the study area. Besides, 20% PTA members and 18.75% of WEO responded that the kind contribution is the second dominant form of participation next to the labour contribution.

This fact also been strongly supported by LETB and local community members during the interview. They asserted that as the majority of the society is poor who leads a hand to mouth life, the only alternative they have is to extend their labour during construction, cultivating and fencing school compound and collecting local materials like stones, sand, etc. Moreover, they have explained that monetary contribution in rural areas is very limited; it is relatively better in urban areas where the middle class and the upper class contribute their share. However, they have admitted that they have not tried to exploit those who can contribute money because of lack of coordination.

As regards to the second item which is about groups of the community participate more actively and frequently, the majority of PTA and WEO that is 43.73% (35) and 50% (8) respectively replied the parents and lower class (poor local community members) are actively and frequently participating in school affairs by rendering labour support.

Thus, from the above data it appears that it is parents of the children and the lower class (poor local community members) who is actively and frequently participating in providing what they can for the improvement of the educational program. The interviewees have also reflected the same idea. This implies that there is a lot to be done to involve the whole community in support of schools so as to secure adequate resource as well as develop mutual cooperation for the schools serve the whole community equally.

Table 4.7: Choosing forms of participation and deciding the amount and time of Participation

No	item	PTA N=80		WEO N=16	
		f	%	f	%
1	The community was given the opportunity of choosing to contribute in a way they prefer.				
	Strongly agree	52	65	15	93.75
	Agree	11	13.75	-	-
	Undecided	-	-	-	-
	Disagree	7	8.75	1	6.25
	Strongly disagree	10	12.5	-	-
	Total	80	100	16	100
2	Who decides the amount and when to contribute?				
	The local community	12	15	1	6.25
	PTA members	11	13.75	3	18.75
	Local administration council	38	47.5	10	62.5
	Woreda administrative council	19	23.75	2	12.5
	Total	80	100	16	100

As displayed in table 4.7 above, the majority of the respondents that is 78.75 % (63) of PTA and 93.75% (15) of WEO strongly agreed and agree for the opportunity of choosing to contribute in a way the community prefers. On the other hand, 21.25% PTA and 6.25% WEO strongly disagreed and disagreed on the same issue. Giving the community the opportunity to participate according to their choice will create conducive condition for genuine participation depending on their capacity and availability of free time. This has been emphasized by Bernard (1970:7) stating that people participate to the extent that they choose cognitively, affectively and physically.

With regard to who decides the amount of contribution that the community should make and when to make the contribution (item 2 of the same table), very few number of the respondents

15% (12) and 6.25% (1) of PTA members and WEO respectively sated that the local community makes the decision.

From this data, it can be concluded that the local community is given little opportunity to make decision on how much and when to contribute. This is contradictory with the principle of popular participation which will ultimately lead to reduce the goodwill of the community in rendering adequate support to educational activities.

As regard to the question whether the local community are consulted on why they should participate, how and when they are to participate, some of the interviewees responded that they discuss with the community and gain their agreement as to how and when they should participate. The majority of the interviewees, however, stated that they simply pass on a message or plan of action that was sent to them from woreda to the community and manipulate them to accept the idea and then put it in to practice as scheduled by the committee. This, as stated by Botes and Rensburg (2000:43), is not a genuine attempt to empower communities to choose development options freely, but it is rather an attempt to see preconceived proposals and gain acceptance for an already assembled package.

Thus, it can be concluded that consultation with the community in the sense explained by the interviewees, is simply to gain legitimacy for existing decisions. In other words, it is to tell the people what is going to happen by asking them what they think about it. Such a situation, therefore, may be hindrance for genuine and sustainable participation.

With regard to the benefits gained from the active participation of the community, it was found out that the schools understudy have secured a variety benefits which are explained here under.

The most obvious benefits secured include constructions, libraries, laboratories, pedagogical-centers, latrines and construction of teachers' residence. The majority of the respondents have ascertained that the construction of such rooms has contributed a lot to the quantity and quality of education, though the issue of quality has not been assessed yet. The average class size in the school studies ranged from 40-55 in grade 1-4 and 55-60 in grades 5-8 which is by far better than the situation before 2000 E.C. where there were more than 80 to 90 students in one class in all grade levels.

In addition to this, the respondents have also underlined that the motivation of teachers has also improved to some extent as a result of the betterment of the schools facilities.

This, in its turn, they said has changed the view of teachers about the practice of community participation in general and the involvement of parents in schooling.

The other aspect of community participation in the improvement of primary education is related to the reducing dropout rate, early marriage of girls, and increment of enrollment. The teachers along with the local community and parents and civic associations have been working relentlessly to reduce dropout and increase access. Other contributions such as fencing school compounds, cultivating, weeding, harvesting and threshing crops of the school land, contributing money for desks and other materials for maintenance, digging large wells to reserve water for schools agricultural activities (in low land areas where there is desperate shortage of water) so that the schools will generate their own income and paying the salary of maid servants who are hired to cook food for students in schools which are given food support so as to improve access are the ones that deserve to be mentioned.

4.2.3. Capacity Building and Evaluation

The following three tables (table 9,10,and 11) deal with issues of training for PTA and LETB, self evaluation of PTA and LETB about their performance and the endeavors of WEO to conduct follow up and evaluation regarding the performance of PTA and LETB.

Table 4.8: Questions related to training

No	Item	PTA N=80		WEO N=16	
		f	%	f	%
1	The PTA & LETB members have taken training in order to execute their duties and responsibilities.				
	Strongly agree	35	43.75	10	62.5
	Agree	-	-	6	37.5
	Undecided	-	-	-	
	Disagree	15	18.75	-	
	Strongly disagree	30	37.5	-	
	Total	80	100	16	100
2	To what extent has the training helped them?				
	Very highly	-	-	-	-
	Highly	12	15	2	12.5
	Satisfactory	11	13.75	12	75
	Poor	38	47.5	2	12.5
	No idea	19	23.75	-	-
	totals	80	100	16	100

Regarding whether PTA and LETB members have taken training, workshop or orientation that would help them to execute their responsibilities as it is displayed in the above Table 4.9, the majority of PTA members that is 56.25% (45) of PTA members disagreed and strongly disagreed to the issue mentioned. Even though WEO have claimed that they have undertaken training programs, the majority of PTA members who are now actually in the process of running the schools have expressed their disagreement.

The interview made with PTA and LETB, has revealed that only few of them have taken one to two days orientation. They added that as there is frequent reshuffling of appointees or elected members due to various reasons like transfer and evaluation, the newly appointed or elected members did not get the opportunity of being trained and become well oriented about their duties and responsibilities. As a result, they suggested that the principals and woreda education officials or others who have been previously trained should give the training or orientation in a continuous manner so that there would be better performance of schools.

This obviously signifies that the principal's role as a trainer so as raise the capacity of school board and PTA members which is crucial in helping execute their responsibilities is lacking. Moreover, the WEO have to make continuous follow up and ensure that training is in place for the current PTA and LETB members.

As can be seen from item 2 of the above table, out of those who claimed as they have taken training, 57.14% (20) PTA members and 75% (12) WEO responded that the training they have taken has helped them to execute their duties and responsibilities to a satisfactory level. The remaining PTA and WEO that is 8.57% (3) and 12.5% (2) of them respectively replied negatively i.e. poor. The interviewees from PTA and LETB, however, pointed out that the training was so short that they have not gained as much as they expected and the fact that it was given only once in the majority of the schools has made it unsatisfactory. Moreover, they complained that they were not given manuals that would serve for further understanding and reference.

Table 4. 9: Self Evaluation of PTA

No	Item	PTA N=80	
		f	%
1	As PTA members, you conduct self evaluation about your performance in the general and about mobilizing the community in particular.		
	Strongly agree		
	Agree	16	20
	undecided	15	18.75
	Disagree	-	-
	Strongly disagree	49	61.25
	Total	-	-
		80	100
2	If yes, how often do you conduct evaluation?		
	Monthly		
	Quarterly	-	-
	Bi-annually	2	6.5
	Annually	10	32.25
	Total	19	61.29
		31	100

As displayed in the above table 4.9, the majority of the respondents that is 61.25% (49) Of PTA members pointed out that they have never evaluated their performance in evaluation sessions to see how much they have been successful in achieving what they set out to achieve. Moreover, the document analysis conducted on the minutes of PTA and LETB in the majority of the sample schools has indicated that there were very few agendas in number that deals with the issue of evaluation about their performance.

On the other hand, item 2 of the above table depicts that out of the respondents who said that they are conducting self-evaluation about their performance, the majority of the them ,61.25% (19) replied that they are conducting evaluation only once in a year. This implies that, the frequency of the evaluation session of PTA members is only once a year, when it has to be conducted at least in a quarterly basis. This situation together with the fact that the majority of the respondents reply they don't conduct evaluation at all makes it an issue of serious concern for both principals and woreda education officials up on which they have to take corrective measures.

From the above data it is understood that PTA members in the majority of the sample schools lack the culture of evaluating their activities in governing schools and promoting the involvement of the community to extend their assistance so as to improve the educational program. This, in turn, implies that the opportunity to measure/ assess their progress, identify

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		f	%
1	As PTA members, you conduct self evaluation about your performance in the general and about mobilizing the community in particular.		
	Strongly agree		
	Agree	16	20
	undecided	15	18.75
	Disagree	-	-
	Strongly disagree	49	61.25
	Total	-	-
		80	100
2	If yes, how often do you conduct evaluation?		
	Monthly		
	Quarterly	-	-
	Bi-annually	2	6.5
	Annually	10	32.25
	Total	19	61.29
		31	100

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From the above data it is understood that PTA members in the majority of the sample schools lack the culture of evaluating their activities in governing schools and promoting the involvement of the community to extend their assistance so as to improve the educational program. This, in turn, implies that the opportunity to measure/ assess their progress, identify

their weaknesses and strengths, learn from their mistakes or failures and take corrective measures for further development and promote transparency and accountability is minimal.

As stated by Morphet (1982:256) any activity or performance that is not accompanied by periodic evaluation lacks the basis for decision-making regarding future planning and development for it lacks acceptable data on which to base decisions and to provide accountability for what has already happened. Thus, it is very advisable to develop the culture of self evaluation which is aimed at correcting draw backs and not condemning. Evaluation gives the opportunity to learn from experience, get inspired for better accomplishment, refresh the understanding of their roles and responsibilities, and identify important area of operation, measure progress towards existing plan, goals and objectives work more effectively as a team (NCNB,2000:1).

Table 10: Evaluation of WEO to PTA and LETB

No	Item	WEO N=16	
		f	%
1	. Your office follow up and evaluate the performance of PTA and LETB:-		
	Strongly agree	4	25
	Agree	3	18.75
	undecided	-	-
	Disagree	9	56.25
	Strongly disagree	-	-
	Total	16	100
2	How often does Your office follow up and evaluate the performance of PTA and LETB?		
	Monthly	-	-
	Quarterly	1	14.3
	Bi-annually	2	28.6
	Annually	4	57.1
	Total	7	100

As can be seen from Table 10 above, WEO's overall culture of evaluating their subordinates is not encouraging. The majority of respondents, 56.35% (9) of WEO replied that they disagreed in conducting evaluation regarding the performance of PTA and LETB. This indicates that little attention is given to making the PTA a body that should grow in to a more responsible partner that contributes its share to the improvement of schooling.

As to the frequency of evaluation sessions, item 2 of the same table, 57.1% (4) of them responded that they are conducting evaluation regarding the performance of PTA and LETB annually .i.e. only once a year.

This reveals that even in those woredas who conduct evaluation, the frequency stated by the majority is only once a year. Therefore, it would be wise to conduct evaluation on the overall performance of PTA and LETB at least quarterly along with the supervisory visits or on a separate basis. If the WEO ignores evaluating PTA and LETB, it is likely that they are also to give it little attention. Thus, it seems that it is the weakness of the WEO that entered in to the PTA members and made them reluctant to evaluate themselves, as found out in the preceding section.

4.2.4. Extent of Participation of PTA in Key Management functions and the Impediments that hindered their participation

In the following two tables (table 4.11 & 4.12), the participation of PTA members in planning, decision making and monitoring and evaluation and the factors that prevent PTA members from participating actively are treated. The questions raised in each table are analyzed and discussed using mean values.

Table 4.11: The extent of participation of PTA in key Management Function

No	Item	PTA N=80		WEO N=16		Grand mean
		f	%	f	%	
1	Extent of PTA members participation in Planning					
	Very high					
	High	2	2.5	1	6.25	
	Medium	13	16.25	3	18.75	
	Low	28	35	5	31.25	
	Very low	36	43.75	6	37.5	
	mean	2	2.5	1	6.25	
2	Extent of participation in decision making	2.72		2.80		2.76
	Very high					
	High	33	41.25	2	12.5	
	Medium	28	35	8	50	
	Low	19	23.75	4	25	
	Very low	-	-	2	12.5	
	mean	-	-	-	-	
3	Extent of participation in approving budget	4.17		3.62		3.89
	Very high					
	High	45	56.25	3	18.75	
	Medium	28	35	9	56.25	
	Low	7	8.75	3	18.75	
	Very low	-	-	1	6.25	
	mean	-	-	-	-	
4	Extent of participation in monitoring and evaluation	4.47		3.87		4.17
	Very high					
	High	12	15	1	6.25	
	Medium	20	25	3	18.75	
	Low	44	55	10	62.5	
	Very low	4	5	2	12.5	
	mean	2.5		2.18		2.34
5	Extent of participation in evaluating the effects of community participation					
	Very high	-	-	-	-	
	High	6	7.5	2	12.5	
	Medium	19	23.75	3	18.75	
	Low	50	62.5	10	62.5	
	Very low	5	6.25	1	6.25	
	mean	2.57		2.37		2.47
6	Extent of participation in monitoring and evaluating utilization of resource					
	Very high	2	2.5	-	-	
	High	4	5	2	12.5	
	Medium	25	31.25	3	18.75	
	Low	34	42.5	8	50	
	Very low	15	18.75	3	18.75	
	mean	2.30		2.25		2.27

extent of PTA's participation in key management functions, according to the responses gained from the two groups of respondents (PTA and LETB), PTA members of the sample schools have encouraging participation in decision-making and approving school budget. More specifically, 75.25% of PTA and 62.5 % WEO responded that the PTA members have very high and high encouraging participation in decision-making. In addition to this, 91.25% and 75% WEO replied that PTAs were very highly and highly participated in approving school

budget. The document analysis on PTA's minute have also exhibited that they have made quite a lot of decisions on various issues. Besides, the mean values of the two groups of respondent's shows above average that is 4.17 and 3.62 for PTA and WEO respectively. Moreover, the majority of PTA and LETB, who are in the actual process of the issue under consideration, have asserted that they are engaged in making decisions that would influence the educational programs.

Thus, it can be concluded that there appears to exist participation of PTA members in decision making. In this regard, as Sheaeffer (1994) has put it, there is genuine participation only when the local community representatives participate in decision making. This, therefore, indicates that such a development is a step forward to bring real and meaningful participation of the local community.

Moreover, it can be also concluded that the participation of PTA members in approving school budget is at a successful level as the majority of the two groups of respondents have asserted it. This finding or result is in line with what Sheaeffer 91994: 70) has explained by stating that PTA and LETB members should not limit themselves to mobilizing the community to get money, labour or in kind assistance. Rather, they are expected to go beyond that and assume key role examining and approving school budgets and determine how resources should be spent.

Thus, it is possible to say that they are using the right given to them by the MOE that is to adopt, modify or reject the budget plan prepared by the principal, (MOE, 1994:22).

On the other hand, it is worth noting that a considerable percentage of the respondents are not confident with the participation of PTA in some of key management functions such as in monitoring and evaluating school performance, in evaluating the effect of community participation and in monitoring and evaluating utilization of resource. Thus, other than for item 2 and 3, the PTAs' and WEOs' responses for the four items range from grand mean 2.27 for item 6 to grand mean 2.76 for item 1. The fact that the mean value 2.30 from PTA and 2.25 from WEO for item 6 is particularly worrisome. More specifically, The calculated scores regarding the participation of PTA members in monitoring and evaluating school performance; from the two groups 60% and 75% of PTA and WEO respectively responded that there were

very low and low participation of PTA in monitoring and evaluating school performance. Besides, the grand mean value 2.34 for item 4 shows that participation of PTA in monitoring and evaluating school performance is low or below average.

Hence, it can be inferred that the participation of PTA in monitoring and evaluating the overall school performance is at its lower stage. The importance of monitoring and evaluation has been clearly put by Stall and Fink(1996) stating that successful school improvement is linked to systematically planned and executed monitoring and evaluating process and final out comes. This would lead to the fact that the need for raising the awareness of PTA members so as to monitor and evaluate the performance of the school needs to be given ample attention by principals and woreda education officials as they are the key implementers of the policy at the grassroots level.

Similarly, 46.25% (38) PTA and 43.75% (7) WEO responded that the extent of participation in planning is very low and low. However, the mean values of the two groups of respondents are below average that is 2.72 and 2.80 for PTA and WEO respectively. Thus, it can be inferred that the involvement of PTA members in planning is not promising. This in turn shows that the schools are likely to face problems during implementation of the plan.

With regard to the extent of PTA's participation in monitoring and evaluating the effects of community participation and their sustainable and impact (item5), 68.75% (55) and 68.75 % (11) PTA and WEO respectively rated very low and low. In sum 68.75% of PTA members and 68.75% of WEO replied that the participation of PTA regarding the issue stated above is below average. This fact is also asserted by the grand mean value of the two groups of respondents which is 2.47. Thus, it appears that the level of participation of PTA members about the aforementioned issue is low. This calls for the attention of principals and WEO to take corrective measures and design mechanisms to improve the situation.

Moreover, as to the extent the participation of PTA members in monitoring and evaluating the utilization of resources in line with the plan or objective set (item6), 61.25% (49) and 68.75% (11) PTA and WEO responded that it is below average. The mean values of PTA and WEO which are 2.30 and 2.25 respectively strengthen the aforementioned fact that is the extent of PTA's participation on the above issue is low or minimal. Thus, it appears that the participation

of PTA members in monitoring and evaluating the utilization of resources in line with the plan and goals set is below average that is it is low.

Table 4.12: Extent of Factors that hinder the participation of in school Management

No	Item	PTA N=80		WEO N=16	
		f	%	f	%
1	Long distance from residence to school				
	Strongly agree				
	Agree	7	8.75	2	12.5
	Undecided	14	17.5	2	12.5
	Disagree	9	12.25	2	12.5
	Strongly disagree	34	42.5	10	62.5
	mean	16	20	-	-
2	Lack of skill and knowledge	2.53		2.75	
	Strongly agree				
	Agree	25	31.25	3	18.75
	Undecided	33	41.25	10	62.5
	Disagree	5	6.25	1	6.25
	Strongly disagree	17	21.25	2	12.5
	mean	-	-	-	-
3	Lack of time and poor economic background	3.82		3.875	
	Strongly agree				
	Agree	34	42.5	4	25
	Undecided	28	35	10	62.5
	Disagree	5	6.25	-	-
	Strongly disagree	11	13.75	2	12.5
	mean	2	2.5	-	-
4	Low level of awareness about the value of education	4.01		4.00	
	Strongly agree				
	Agree	8	10	2	12.5
	Undecided	26	32.5	10	62.5
	Disagree	8	10	-	-
	Strongly disagree	36	45	4	25
	mean	2	2.5	-	-
5	Lack of initiating and encouragement on the part of principals and teachers	3.02		3.62	
	Strongly agree				
	Agree	7	8.75	2	12.5
	Undecided	17	21.25	1	6.25
	Disagree	10	12.5	1	6.25
	Strongly disagree	46	57.5	12	75
	mean	-	-	-	-
6	The feeling that let the principal do it	2.81		2.56	
	Strongly agree				
	Agree	16	20	3	18.75
	Undecided	36	45	8	50
	Disagree	7	8.75	-	-
	Strongly disagree	20	25	5	31.25
	mean	1	1.25	-	-
7	Reluctance and lack of commitment of PTA members	3.57		3.56	
	Strongly agree				
	Agree	14	17.5	3	18.75
	Undecided	24	30	7	43.75
	Disagree	34	42.5	2	12.5
	Strongly disagree	8	10	4	25
	mean	-	-	-	-
	mean	3.55		3.56	

As can be seen from the Table 4.12 above, PTAs' and WEOs' responses with regard to factors that hinder the participation of PTA in school management; the majority of respondents displayed that lack of skill and knowledge, lack of time and poor economic background, low level of awareness about the value of education, the feeling that let the principal do it and reluctance and lack of commitment of PTA members were the major problems those hinder the participation of PTA in school management. However, they stated that long distance from home and lack of initiating and encouraging to PTA members at the present time were not factors that prevent PTA members to participate actively in school management.

As depicted in table 4.12, quite a significant number of PTA members and WEO that is 62.5% (50) and 62.5% (10) respectively have stated that long distance from home to school is not currently an obstacle for PTA members to execute their duties and responsibilities in school governance. Besides, the mean values for the two groups of respondents which are 2.53 and 2.75 for PTA and WEO respectively show the same trend that is long distance from home to school is not a hindrance for PTA members to execute their duties. Similarly, the interview conducted with PTA and LETB has revealed the same response as the catchment area schools serve is relatively narrowed these days.

Regarding item 2 of the above table, it has been revealed that 72.5% (58) PTA members and 81.25% (13) WEO expressed their agreement about the point that lack of skill and knowledge and low level of understanding about their duties and responsibilities is one of the factors that impede the participation of PTA. The mean values for PTA and WEO which are 3.82 and 3.87 respectively also show that lack of skill and knowledge are among the obstacles that prevent PTA members from actively participating in school affairs. The majority of the interviewees from LETB have also affirmed that they have the problem of understanding on what they have to do and to extent is their responsibility.

In the view of this fact, the cause of lack of skill and adequate knowledge of PTA members could be the lack of concern of principals and WEO to train or orient them so as to make them realize their duties and equip them with the preliminary skills to shoulder their responsibility effectively. This of course, has been ascertained in the forgoing section on issues of training or capacity building. Therefore, principals and WEO should give adequate emphasis to alleviate

the problem discussed above by conducting continuous awareness raising and capacity building programs for PTA and LETB members.

Item 3 of the same table reveals that 77.5% (62) PTA members and 87.5% (14) WEO have ascertained that lack of time, energy and poor economic background negatively affects the extent of participation of PTA members. This fact has been affirmed by the mean values for the two groups of respondents which are 4.01 and 4.00 which indicate that they are well above the average mean value. This view has also been strongly supported by LETB members during the interview. They have clearly put it that they are constrained by shortage of time as they are responsible for different activities in different sectors like agriculture and health to mention the big ones. These coupled with their own personal business in poor participation or tend to give emphasis to the education sector.

As can be seen from table 4.12 item 4, 47.5% (38), 75% (12) of PTA and WEO respectively have responded that level of awareness with regard to the value of education is an obstacle that hinders PTA members from actively participating in school affairs. Thus, the mean values for PTA and WEO which are 3.02 and 3.62 respectively asserts that low level of awareness about the value of education is one of the factors that hinder PTA's participation in school affairs.

The interview with the LETB and local community members revealed that the society on the whole is well aware of the benefits of education and so are the PTA members. The problem lies, however, on the fact that they give priority to personal businesses and to activities where they can get some sort of incentives. They, however, have understand that campaigning to raise the awareness of the society in an organized and continuous manner will be of paramount important for better school community relationship and thereby obtain greater confidence of the community and their active participation.

Regarding to the initiating and encouraging PTA members , item 5 of table 13 shows that 57.5% (46) and 75% (12) of PTA and WEO respectively pointed out that principals and teachers are initiating and encouraging PTA members to participate actively which is similar to the response gained from the interview with LETB except for the idea (comment) that the involvement of teachers is mainly targeted on enrolling and returning dropout students.

As a result, there is satisfactory involvement of principals and teachers in initiating and encouraging PTA members to participate in school affairs. However, it is also necessary to

comment that there is still the need for increasing their effort and commitment to get involved in supporting PTA members for better participation.

As to item 6 of table 4.12, the majority of the respondents that is 65% (52) and 68.75% (11) of PTA members and WEO respectively have expressed their agreement that the feeling that managing school activities as the sole responsibility of the principal is a hindrance for PTA members so as not to actively participate. The mean value for PTA (3.57) and WEO (3.56) also indicate that the feeling that let the principal do it exists in the majority of PTA members and consequently, they happen to become negligent in participating in school governance. The interview conducted with LETB members also affirms the idea that managing schools should be left to the principals as he/she is professional and is paid for it.

Item 7 of table 4.12 shows that 47.5% (38) and 62.5% (10) of PTA members and WEO respectively revealed that reluctance and lack of commitment of PTA members is a problem that stifles PTA's participation. Besides, the mean values which are 3.55 and 3.56 for PTA and WEO respectively indicate that the issue under consideration is hindrance for PTA members to participate in school affairs.

The interview conducted with LETB has disclosed that there is reluctance and lack of commitment of PTA members which emanates from such factors as lack of support from LETB and follows up from WEO with respect to their performance. Moreover, analysis on PTA's minute in the majority of the schools has revealed that little evaluation is conducted to see how much they are executing their duties and correct their draw backs and further strengthen their strong sides. Hence, it can be inferred that lack of commitment of PTA members is viewed as a problem that hinders active participation.

4.3. Constraints faced and measures to be taken

The following qualitative analysis and discussion is based on the open ended questions regarding the constrains the respondents observed/faced during their involvement in the participating the community in support of schools and in school governance as well as the measures that they feel should be taken so as to improve the practice.

Problems encountered in attempting to mobilize the community so as to extent their support are multifaceted. For the purpose of this study, however, the salient ones are presented as follows:

The first and described most formidable problem is that the people who are responsible for mobilizing the community lack the desired capability to assess and study the problems in a systematic way and then put them in their order of priority as per their degree of seriousness and urgency.

In addition to this, the targeted participants are not given the opportunity to participate in problem in identification, prioritizing the problems to be discussed on ways of implementation monitoring and evaluation and issues of accountability and sustainability. In short, the community has little say on why, how and when to participate.

This situation will, indeed, have negative impact on participation because genuine, participation as explicitly stated by Rahman (1983) is a process whose course cannot be determined from outside. It is generated by the continuing praxis of the people, by a rhythm of collective action and reflection. This is what makes the process the people's own as opposed to the people being mobilized, led or directed, by outside forces.

Hence, the community should be allowed to get involved in identification of problems, prioritizing the problems, making decision on ways of implementation and monitoring and evaluating the process and assess the outcomes.

This, by and large, creates a ground for maintaining accountability and sustainability of the process in the further by developing the capacity and confidence or sense of the ownership of the participants and empowering them to act actively in educational programs.

In general, as Jenkins (1984) in (Smith, 1990: 353) has put it, the more the community participants in decision making, it provides not only more financial and material resources but also likely to support those decisions than if those were imposed up on them.

The other problems cited by most of the subjects of the study are that there is overlapping or recurrence of requests for community to participate in development activities from different sectors and civic associations. This has resulted in complaints and sense of fatigue on the participants or the local community and is likely to diminish their future role in development endeavors. One of the respondents seriously commented that we are very well aware of the fact that all the initiatives the government takes are for our benefit, nothing less- nothing more. However, he said, it greatly surprises me that our leaders do not take in to account that we are poor and yet feeding many mouths.

This clearly implies that the authorities in woreda Administration and local administration as well as the different sectors in the woreda need to design and plan activities that call for community participation in an organized and coordinated manner so as to avoid overlapping and minimize the burden of the community and there by achieve reasonable degree of community support.

Lack of continuous assessment and monitoring and evaluation of the process of participation and its results is another constraint. As some of the respondents pointed out they do not conduct continuous assessment together with the participants. This, they said, has deprived us to see our strength and weaknesses, to get important suggestions and feedback from the community and most important of all, to have closer relationship and listen their heartbeats. They also added that lack of continuous assessment and evaluation has also created the room for suspicion and roammers related to fraud and consequently lack of accountability.

It is obvious from the above stated facts that the process of participation is likely to be negatively affected and hence actions to address development issues in general and educational programs in particular will be at stake.

Therefore, it is advisable to institute or develop mechanisms of continuous assessment and monitoring and evaluation along with the action plan so that there would be chance of identifying weaknesses and their remedy and strengthening good practices and promoting transparency and accountability. This would ultimately lead to the sustainability of the practice and the results achieved.

The subjects of the study have pointed out some measures that have to be taken in order to improve the current status of community participation in support of educational programs. To mention some of the critical ones, the need for strong and close relationship among woreda administrative council, woreda education office, local administrative council, local education and training board and PTA and schools in general is very crucial for achieving greater participation of the community and thereby effectiveness in schooling.

Moreover, the respondents have suggested that concerted and continuous efforts have to be made so as to further develop the awareness of the society with regard to the rational for supporting schools, the benefits to be gained and their long term impacts on the all development of the community and the country at large.

They also forwarded that the representative of the government and the community should genuinely work cooperatively to involve the community in the process of problem identification, prioritizing the problems to be tackled, planning the implementation process and making decisions on issues who, how, when and to what extent should the community participate. They should also be given the opportunity to monitor and evaluate the implementation and the results of their participation.

Along with this, they have also explained that continuous assessment and evaluation should be made starting from woreda to school level. The WEO has to play a determining role in initiating and evaluating the process of community participation by going down to the grassroots level that is to LETB, PTA and school staff and conduct adequate follow up and controlling and evaluation.

Encouraging PTA members so as to boost their morale is also among the remedies suggested. They said that a sort of payment that would compensate the energy and time they lose during meeting or mobilization has to be considered. Besides, giving due recognition for the contribution made by the community must be taken as a means of enhancing the good will of the community for further participation and the development of the spirit of sense of belongingness.

They have underscored the importance of capacity building of PTA and LETB members through continuous shorter training or orientation that is geared towards helping their duties and responsibilities in governing schools and their role in initiating and mobilize up the community to support the educational programs.

CHAPTER- FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to assess the extent of the participation of the local community in supporting primary education in southern zone of Tigray Region and bring in to light the constraints faced during the practice and propose possible solutions that would improve the practice in the future. Besides, it attempted to see best practices that could be disseminated or diffused in other areas. In light of this, the study was focused on meeting the following specific objectives:

1. To assess the extent of community participation in rendering support in terms of labour, material, finance and management aspect of primary schools.
2. To assess the view of stakeholders-local community, teachers, PTA, LETB and Local and Woreda administrative council on the need for community Participation.
3. To investigate the roles of PTA, Local education and training board, local and Woreda Administrative council and woreda education office in initiating community participation.
4. To identify potential constrains for active participation of the community.

The study was carried out in eighteen schools found in four woredas of southern zone Maichew, Endamohoni, Alamata, and Raya Azebo which was selected using stratified sampling technique.

The study focused on four groups of respondents PTA members and WEO (to whom Questionnaires were administered), LETB and local community members (with whom interview was conducted).

In what follows, the results obtained through the two major instruments (questionnaires and interview), presented and discussed in chapter Four are summarized below:

5.1.1. The extent of community participation in rendering support and Level of awareness for the need of their participation.

1. As asserted by the majority of the respondents (69.79%), the extent of the awareness of the PTA members about the importance of supporting educational programs was found out to be above average that is high or very high.

2. The feeling of the community members about the importance of their involvement in supporting educational affairs was found to be negative. That is majority of the respondents (60.7%) feel that it is either an imposition or an obstacle to their personal business.
3. According to the majority of the respondents (90% PTA members and 81.25% WEO) pointed out that teachers have positive attitude towards the involvement of the community in the school affairs.
4. The majority of the respondents (91.25%) PTA members and 100% WEO have asserted that the involvement of principals and teachers in initiating the community to participate in school affairs is encouraging, though their involvement is mostly confined to increasing enrollment and reducing dropout rate.
5. According to the respondents (70% PTA members and 68.8% WEO) have asserted that the support of local administrative council and LETB in mobilizing the community is encouraging.
6. As the mean values of the two groups of respondents that is 2.90 and 3.000 for PTA and WEO show, the extent of the participation of the community in supporting schools was found out to be virtually average.
7. The participation of teachers in creating conducive conditions for the community to participate in educational programs was found to be encouraging and promising. This has been rated by 87.5% and 87.5% of PTA and WEO respondents as average and above.
8. The participation of local administrative council and local education and training board was found to be a satisfactory level. It has been rated by 73.73% of PTA and 93.75% WEO respondents as Average and above.
9. The relationship of PTA with LETB was found to be positive that is there is good relationship between them.

Forms of participation and who participates

1. As asserted by the majority of the respondents, that is 75% of PTA members and 81.25% of WEO, the most dominant form of participation through which the society participates is labour contribution followed by in kind contribution which was rated 20% of PTA members and 18.75% of WEO while monetary contribution was found to be very minimal.

2. It was found that the lower class of the whole community was extending its support more actively and frequently than other groups of the society. This was reported by 43.75% of PTA members and 50% of WEO.
3. As asserted by the majority of the respondents, that is 78.75% of PTA and 93.75% WEO, in the course of the practice of community participation, the community was given the opportunity to choose ways of exhibiting its participation. However, their involvement in deciding when and how much to contribute was found to be low as it is mainly decided by Local administrative and Woreda administrative councils.

Capacity Building and Evaluation

1. The majority of PTA members (56.25%) of the sample schools were not given any sort of training/workshop/ that would help them to execute their responsibilities effectively.
2. PTA members in the majority of the schools understudy (61.25%) do not conducted self evaluation on their performance and most of those who stated that they evaluate their work conducted the evaluation only once a year which is unsatisfactory.
3. The majority of WEO (56.25%) disclosed that they do not follow up and evaluate the performance of PTA and LETB. Those who claimed that they conduct evaluation have stated that the frequency of the evaluation session was once a year.

Participation in Management and Constraints Faced

1. The participation of PTA members in planning was found to be below average as the mean values of PTA & WEO are 2.72 & 2.80 respectively. Whereas, the participation of PTA members in decision making was found to be average and above as the mean values of the two groups of respondents are 4.17 and 3.87 for PTA and WEO respectively.
2. The majority of the respondents that is 91.25% of PTA and 75% of WEO have asserted that the extent of the participation of PTA members in approving school budget and determining on how it is to be spent is average and above.
3. The participation of PTA members in monitoring and evaluating school performance, the effects of community participation and its sustainability and utilization of resources in line with the plan or objective set was low by 60% and 75% responses given by PTA and WEO respectively.

4. Lack of skill and low level of understanding about their duties and responsibilities, lack of time and poor economic status, the feeling that the principal do it and reluctance and lack of commitment of PTA members were found to be factors that hindered PTA's participation.

5.2. Conclusion

Based on the above finding, the following conclusions have been arrived at:

1. The level of awareness of the community about the importance of their participation in supporting educational programs and the extent of participation is encouraging. Despite this fact, the community has the perception that they are being imposed by the local authorities and/or they consider it as an obstacle to their personal business. Moreover, they were not given the opportunity to make decisions on how and when to participate. They haven't been made to realize the problems schools face and their negative impacts on the learning of their children and the society at large. This implies that the actions to involve the community in support of schooling have not been laid on mutual understanding as to why their involvement is needed.
2. The most dominant form of participation of the community is the provision of labour power followed by in kind contribution while monetary contribution is at its lower level. Attempts to involve, at least the relatively better for those who can afford to extend their participation in monetary contribution has not been given ample attention and is not yet tapped. This implies that schools are not receiving adequate amount of money that help them to run educational programs effectively.
3. As indicated by the majority of the respondents, the key participants in support educational affairs are the lower class of the local community and parents of children. This signifies that the whole community is not engaged in the participation process which leads to the conclusion that there is lack of coordination and systematic way of organizing the community on the part of PTA and LETB and LAC so as to tap the potential of the local community and get maximum benefit out of it.
4. The majority of PTA and LETB members were not given training that enables them to realize and discharge their duties and responsibilities in school governance and they do not evaluate their progress. Owing to this fact, they happen to be reluctant and lack confidence to actively participate in school affairs especially in management aspect. Thus, it can be

- concluded that lack of training and evaluation has hampered the participation and performance of PTA and LETB members to effectively govern schools.
5. In addition, proper record keeping of the amount of contribution rendered by the community does not exist in the woreda education office, schools or local administration offices. This signifies that the participants are not getting feedback about their participation. Thus, it may result in the repercussion effect for future undertakings of popular participation. Besides, such lack of proper documentation disguises/deforms facts that are helpful to evaluate the extent of the participation of the community and take further studies about issues of popular participation in support of primary education.

In light of the above facts, it can be concluded that if at all the participation of the community in support of primary education is to be sustainable, and bring about the desired effect; the aforementioned draw backs and impediments have to be alleviated.

5.3. Recommendation

1. The most dominant way of extending support to schools is labour contribution and the key participants are parents and the lower class of the local community. Therefore, campaigning to raise the awareness of the community about the overall direction of the education policy, the rationale for community participation and the role the community has to play in supporting primary education is of greater importance. Furthermore, the community have to be consulted and make decisions on how, when and what to contribute. This would enable to create genuine understanding and consensus which in its turn help to secure the assistance of the community sustainably.
2. It is advisable that members of PTA and LETB should get adequate training that enables them to shoulder their duties and responsibilities effectively. Thus, it would be better for WEO and principals to assess training needs develop capacity building schemes and train PTA and LETB at least once in a year to refresh and strengthen previous knowledge and add fresh insights that would contribute to filling the gaps which are observed in the course of their endeavours to discharge their duties.
3. Community participation is complex process that requires careful planning, participatory decision making, transparency and accountability. Therefore, educational authorities at woreda and school level have to be able to identify problems, prioritize

- them and develop plan to tackle such problems which is going to be adopted by local administrative council through the direct involvement of the community.
4. It would be better if the woreda education office establish mechanisms by which it could follow up and evaluate the performance of PTA and LETB of schools by making it part of its supper visionary activities. Besides, the PTA and LETB should also make periodic assessment about how they are progressing in achieving what they intended to achieve in a formal and scheduled manner. This helps them to identify their weaknesses and take the necessary measures to rectify them and further strengthen their strong side which ultimately leads to the sustainability of the practice and the results achieved.
 5. Woreda education office and principals should develop ways of encouraging PTA members in their annual plans so that those who exhibited greater performance would be awarded at the end of the academic year during parents day(school day) at school level and during annual educational conference at woreda and/or zonal level as educational heroes.

Finally, the researcher suggests further studies on:-

- The school principals' role in creating conducive environment to involve the community in school affairs.
- The school and the community partnership.

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Appendix- A
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Questionnaire to be filled by primary School PTA members

Dear respondents:

The purpose of this questionnaire is to collect data on the assessment of community participation in supporting primary education in southern zone of Tigray Region. Since the data collected via this questionnaire is to be used for purely academic purposes, your cooperation in providing genuine and frank responses freely is of paramount importance to the success of the study. I would like to assure you that your anonymity will be maintained. You are not required to write your name.

Thank you in advance for your cooperation!

A. General Information

1. Address

1.1 Woreda _____

1.2 . Kebele _____

1.3 . Name of the School _____

2. Socio-Demographic Characteristics

2.1. Age _____

2.2. Sex

A. male

B. Female

2.3. Occupation _____

2.4. Level of Education _____

Instruction 1. Here are statements about the community participation in supporting primary education. Please, indicate your agreement with each of the following statements by putting a check mark 'X' in one of the alternatives using the following scale.
 5=strongly agree 4= Agree 3=undecided 2= disagree 1= strongly disagree

No	statements	Response categories				
		5	4	3	2	1
1	The involvement of the community is important for the betterment of primary education.					
2	Community members feel their involvement in support of school :					
	As their own responsibility.					
	As an obligation					
	As an obstacle					
	No idea					
3	Teachers view the involvement of the community in support of school as:					
	waste of time					
	additional cost					
	source of input					
	a threat					
4	Principals and /or teachers in your school involve in initiating the community and parents to participate in school affairs.					
5	To what extent is their involvement?					
	Very high					
	High					
	medium					
	low					
	Very low					

Instruction 2. The following questions are also about the community participation in supporting primary education. Please, circle the letter of your choice for the Multiple choice items.

- To what extent do you feel the level of the awareness of the community and/or parents about the importance of their participation in supporting schools is?
 a. Very high b. high c. medium d. low e. very low
- To what extent was the participation of the community in your school?
 a. Very high b. high c. medium d. low e. very low
- To what is the level of participation of teachers in creating conducive environment for the involvement of parents and the community to support schooling?
 a. Very high b. high c. medium d. low e. very low
- To what extent was the role of local administrative council or local development agents and local education and training board in initiating and facilitating participation of the community?
 a. Very high b. high c. medium d. low e. very low

5. What are the current status of your relationship with local education and training board/ Local development committees of your respective place?
 a. Excellent b. very good c. good d. not so good e. no relationship at all
6. In which one of the following forms of participation does the community mostly involve or participate?
 a. Money b. in kind contribution c. in labour contribution
7. In the practice of involving the local community, which groups of the society participate more actively and frequently?
 a. Only parents of children b. the whole community c. The lower class parents and other poor community members d. The middle class parents and other community members
 e. The upper class parents and other wealthy community members.

Instruction3. Here are statements about systems and activities used to mobilize the community in supporting primary education. Please, indicate your agreement with each of the following statements by putting a check mark 'X' in one of the alternatives using the following scale.

5=strongly agree 4= Agree 3=undecided 2= disagree 1= strongly disagree

No	statements	Response categories				
		5	4	3	2	1
1	The community was given the opportunity of choosing to contribute in a way they prefer.					
2	The local community decides what one should contribute in rendering resource support for the schools					
3	Currently your school has benefited from the participation of the local community.					
4	In order to execute their duties and responsibilities properly, the PTA members in your school have taken training/workshop.					
5	The training/workshop is usually given to the PTA members of your school.					
6	The training/workshop which was given to you has helped you to execute your duties effectively.					
7	As PTA members, you conduct self evaluation about your performance in general and about mobilizing the community in participation:---					
	Monthly					
	Quarterly					
	Bi-annually					
	annually					

Instruction 4. What do you think should be done in order to attain greater participation of the Community and make the practice more effective, meaningful and sustainable?

Instruction 5. The lists in the following table are believed to factors that hinder the participation of PTA in school management. Keeping the situation of your school in mind, indicate your level of agreement by putting a cross(X) in the appropriate column.

5=strongly agree 4= Agree 3=undecided 2= disagree 1= strongly disagree

No	Following are factors that hinder the participation of PTA in school management	5	4	3	2	1
1	Long distance from their residence to school and inconvenient time of meeting for all members					
2	Lack of skill and knowledge to execute their duties, low level of understanding about their duties and responsibilities					
3	Lack of time, energy and poor economic background					
4	Low level of understanding with regard to the value of education					
5	Lack of initiation and encouragement on the part of principals and teachers					
6	The feeling that let the principal do it, as it is his/her responsibility					
7	Reluctance and lack of commitment on the part of PTA members due to lack of incentive					

Instruction 6. Please list down any other obstacles that one way or the other way prevent PTA members from participating in management of schools.

Instruction 7. The lists in the following table are believed to some of the key management aspects where the local communities members are supposed to participate through their PTA. keeping the situation of your school in mind, indicate your level of participation corresponding to each activity by Selecting and putting a check mark "X".

No.	Key management functions	Level of Participation				
		Very high	high	medium	low	Very low
1	The extent of the participation of PTA in the planning of school activities					
2	The extent of PTA's participation in decision making in educational activities as per the power vested on it					
3	The extent of PTA's involvement in approving school budget and determining how the resources are to be spent.					
4	The participation of PTA in monitoring and evaluating school performance.					
5	The participation of PTA in monitoring and evaluating the effects of community participation and their sustainability and impact					
6	The extent of the participation of PTA in monitoring and evaluating the utilization of resources in line with the plan or objectives set					

Appendix- B

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Wereda Educational Officials (WEO)

Dear respondents:

The purpose of this questionnaire is to collect data on the assessment of community participation in supporting primary education in southern zone of Tigray Region. Since the data collected via this questionnaire is to be used for purely academic purposes, your cooperation in providing genuine and frank responses freely is of paramount importance to the success of the study. I would like to assure you that your anonymity will be maintained. You are not required to write your name.

Thank you in advance for your cooperation!

B. General Information

1. Address

2.1 Woreda _____

2.2 . Kebele _____

2.3 . Name of the School _____

3. Socio-Demographic Characteristics

3.1. Age _____

3.2. Sex

A. male

B. Female

3.3. Occupation _____

3.4. Level of Education _____

Instruction 1: Here are statements about the community participation in supporting primary education. Please, indicate your agreement with each of the following statements by putting a check mark 'X' in one of the alternatives using the following scale.

5=strongly agree

4= Agree

3=undecided

2= disagree

1= strongly

disagree

No	statements	Response categories				
		5	4	3	2	1
1	The involvement of the community is important for the betterment of primary education.					
2	Community members feel their involvement in support of school :					
	As their own responsibility.					
	As an obligation					
	As an obstacle					
	No idea					
3	Teachers view the involvement of the community in support of school as:					
	waste of time					
	additional cost					
	source of input					
	a threat					
4	Principals and /or teachers in your school involve in initiating the community and parents to participate in school affairs.					
5	To what extent is their involvement?					
	Very high					
	High					
	medium					
	low					
	Very low					

Instruction 2. The following questions are also about the community participation in supporting primary education. Please, circle the letter of your choice for the multiple choice items.

- To what extent was the participation of the community in your woreda?
A. Very high b. high c. medium d. low e. very low
- In which one of the following forms of participation does the community mostly involve or participate?
a. Money b. in kind contribution c. in labour contribution
- In the practice of involving the local community, which groups of the society Participate more actively and frequently?
a. Only parents of children
b. the whole community
c. The lower class parents and other poor community members
d. The middle class parents and other community members
e. The upper class parents and other wealthy community members

4. To what is the level of participation of teachers in creating conducive environment for the involvement of parents and the community to support schooling?

- a. Very high b. high c. medium d. low e. very low

5. What are the current status of your relationship with local education and training board/ Local development committees of your respective place?

- a. Excellent b. very good c. good d. not so good e. no relationship at all

6. To what extent was the role of local administrative council or local development agents and local education and training board in initiating and facilitating participation of the community?

- a. Very high b. high c. medium d. low e. very low

10. To what extent is the level of the awareness of the community and/or Parents about the importance of their participation in supporting schools are?

- a. Very high b. high c. medium d. low e. very low

Instruction3. Here are statements about systems and activities used to mobilize the community in supporting primary education. Please, indicate your agreement with each of the following statements by putting a check mark 'X' in one of the alternatives using the following scale.

5=strongly agree 4= Agree 3=undecided 2= disagree 1= strongly disagree

No	statements	Response categories				
		5	4	3	2	1
1	The community was given the opportunity of choosing to contribute in a way they prefer.					
2	The local community decides what one should contribute in rendering resource support for the schools					
3	Currently schools in your woreda have benefited from the participation of the local community.					
4	In order to execute their duties and responsibilities properly, the PTA members in your woreda have taken training/workshop.					
5	The training/workshop is monthly and/or quarterly given to the PTA members of your woreda.					
6	The training/workshop which was given to PTA members has helped them to execute their duties effectively.					
7	Your office follow up and evaluate the performance of PTA and LETB					
	Monthly					
	Quarterly					
	Bi-annually					
	annually					

Instruction 4. What do you think should be done in order to attain greater participation of the Community and make the practice more effective, meaningful and sustainable?

Instruction 5. The lists in the following table are believed to factors that hinder the participation of PTA in school management. Keeping the situation of your woreda in mind, indicate your level of agreement by putting a cross(X) in the appropriate column.

5=strongly agree 4= Agree 3=undecided 2= disagree 1= strongly disagree

No	Following are factors that hinder the participation of PTA in school management	5	4	3	2	1
1	Long distance from their residence to school and inconvenient time of meeting for all members					
2	Lack of skill and knowledge to execute their duties, low level of understanding about their duties and responsibilities					
3	Lack of time, energy and poor economic background					
4	Low level of understanding with regard to the value of education					
5	Lack of initiation and encouragement on the part of principals and teachers					
6	The feeling that let the principal do it, as it is his/her responsibility					
7	Reluctance and lack of commitment on the part of PTA members due to lack of incentive					

Instruction 6. Please list down any other obstacles that one way or the other way prevent PTA members from participating in management of schools.

Instruction 7. In the table below, some of the **key management aspects** where the local community members are supposed to participate through their PTA are listed. Please, give your answers by indicating the level of participation corresponding to each activity.

Direction:- Select and put a check mark "X".

5=very high 4=high 3= medium 2= low 1= very low

No.	Key management functions	Level of Participation				
		5	4	3	2	1
1	The extent of the participation of PTA in the planning of school activities					
2	The extent of PTA's participation in decision making in educational activities as per the power vested on it					
3	The extent of PTA's involvement in approving school budget and determining how the resources are to be spent.					
4	The participation of PTA in monitoring and evaluating school performance.					
5	The participation of PTA in monitoring and evaluating the effects of community participation and their sustainability and impact					
6	The extent of the participation of PTA in monitoring and evaluating the utilization of resources in line with the plan or objectives set					

Appendix- C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview questions for LETB and Local community members

Dear respondents:

The purpose of this interview is to collect data on the assessment of community participation in supporting primary education in southern zone of Tigray Region. Since the data collected via this interview is to be used for purely academic purposes, your cooperation in providing genuine and frank responses freely is of paramount importance to the success of the study. I would like to assure you that your anonymity will be maintained. You are not required to write your name.

Thank you in advance for your cooperation!

C. General Information

1. Address

3.1 Woreda _____

3.2 . Kebele _____

3.3 . Name of the School _____

4. Socio-Demographic Characteristics

2.1. Age _____

2.2. Sex

A. male

B. Female

2.3. Occupation _____

2.4. Level of Education _____

Interview Questions:

1. Why is the participation of the community important/ necessary?
2. What do you feel about the effectiveness of the participation of the community in supporting primary education?
3. How does your committee organize the mobilization of the community and control the implementation process? Do you evaluate your performance? How often?
4. To what extent has the woreda Administrative council and woreda education office have helped you in your effort?
5. Have you ever taken orientation/ workshop/ training so that you can carry out your duties properly?
6. If your answer for question No. 5 is 'yes', to what extent has it helped you to execute your duties?

7. Do you consult with the local community before embarking on any activity? If yes, what are the areas where the community participates? (In school development, planning, in decision making, implementation choosing ways of participation... etc)
8. In which domains of participation (money, labour, and material) does the community mostly take part?
9. What are the contributions of the community that has been secured so far?
10. Who are the key participants in such endeavors? Parents, the poor, the rich, the whole community? Why?
11. Who assesses the need for community involvement or who is responsible for identifying the problems? The woreda administrative council/ WETB, the PTA, the LETB, the local administrative council or your committee?
12. How do you evaluate the interest/ initiative of the community to support schools?
13. To what extent is the role of principals and teachers in initiating the local community to participate in school affairs?
14. What are the major constraints encountered in the process of mobilizing the society to support schools?
15. What do you think should be done in order to make the practice more effective, transparent and sustainable?

Appendix A

ንአባላት ወመሕ (PTA) ቤት/ቲ ዝቐረበ ዕሑፋዊ መሕትት

ዝኸበረኩም ተሳተፊቲ እዚ ምዕናዕቲ

ዕላማ ናይዚ ዕሑፋዊ መሕትት ዚ ኣብ ዞባ ደቡብ ዝርከቡ ሕ/ሰብ ኣብ ምሕጋዝ ቀዳማይ ብርኪ ቤት/ቲ ዘለዎም ተሳትፎ ንምፍታሽ ዝፃለመ እዩ።

እቲ ካብኹም ዝእከብ ሓበሬታ ንትምህርታዊ ምዕናዕቲ ዝሕግዝ ስለዝኾነ ናይኩም ምትሕብባር ነቲ ምዕናዕቲ ዕዉት ኣብ ምግባር ዝለዓለ ተራ ኣለዎ። ምሽጥራዊነቱ ዝተሓለወ እዩ። ሽምኩም ምዕሓፍ ኣድላዩ ኣይኮነን።

ሀ. ሓፊሻዊ ሓበሬታ

1. ኣድራሻ

1.1. ወረዳ _____

1.2. ቀበሌ _____

2. ወለቃዊ ሓበሬታ

2.1. ዕድመ _____

2.2. ፆታ _____

ሀ. ተባዕታይ

ለ. ኣነስታይ

2.3. ስራሕ _____

2.4. ደረጃ ትም/ቲ _____

መምርሒ 1: አብ ዝስዕብ ሰደቓ ኩነታት ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ቀዳማይ ብርኪ ኣብያተ ትም/ቲ ዝዝርዝሩ ሓሳባት ቐሪቦም ኣለዉ። ነቶም ዝቐረቡ ሓሳባት ምስምዕማዕኩም ኣ ዝገልፁ መዐቀኒታት ናይ “X” ምልክት ተጠቒምኩም ምላሽኩም ህትህቡ ይሓትት።

5=ብጣዕሚ ይስማማዕ 4=ይስማማዕ 3=ኣይወስንን 2=ኣይስማማዕን 1=ብጣዕሚ ኣይስማማዕን

ሪጋ	ኩነታት ተሳተፎ ሕ/ሰብ	ደረጃ ምላሽ				
		5	4	3	2	1
1	ተሳትፎ ሕ/ሰብ ኣብ ምጉልባት ምባእታዊ ትም/ቲ ዝለዓለ ግደ ኣለዎም።					
2	ሕ/ሰብ ኣብ ምሕጋዝ ቤት/ቲ እንትሳተፉ ዝስምዖም ስሚዒት፡					
	ከም ሓለፍነቶም ምኻኑ					
	ከም ዝተገዱ/ ተገዲዶም ከምዝሰርሑ					
	ከመ ዕንቅፋት ናይ ዉልቀ ስራሕቶም					
3	መምህራን ናይ ሕ/ሰብ ተሳትፎ ኣብ ሓገዝ ቤት ትም/ቲ ዘለዎም ኣራእያ።					
	ከም ብኸነት ግዜ					
	ከም ተወሳኺ ወፃኢ					
	ከም ፍልፍል እታዎታት					
	ከም ስግኣት					
4	ርእሰ መምህራንን መምህራንን ቤት ትም/ትኹም ንወለድን ከባቢ ሕ/ሰብን ኣብ ምልዕዓል ይሳተፉ እዮም።					
5	ተሳትፎኦም ክንደየናይ እዩ?					
	ኣዝዩ ልዑል					
	ልዑል					
	ማእኸላይ					
	ትሑት					
	ኣዝዩ ትሑት					

መምርሒ 2: ዝስዕቡ ሕቶታት እዉን ብዛዕባ ተሳትፎ ሕ/ሰብ ዝገልፁ እዮም። ኣብ ዝቐረቡ መማረቂታት ቅነዕ መልስኹም መልስኹም መልሱ።

- ደረጃ ግንዛብ ሕ/ሰብን ወለድን ኣብ ረብሓ ቤት ት/ቲ ክንደየናይ እዩ?
 ሀ. ኣዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. ኣዝዩ ትሑት
- ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ኣብያተ ትም/ቲ ክንደየናይ እዩ?
 ሀ. ኣዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. ኣዝዩ ትሑት

3. ግደ ከባብያዊ ምምሕዳርን አባላት ቦትስን አብ ምልዕዓልን ምፍጣር ምቐወ. ኩነታት ተሳትፎ ሕ/ሰብ ክንደየናይ እዩ?

ሀ. አዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. አዝዩ ትሑት

4. አብ ምፍጣር ምቐወ. ኩነታት ከባቢን ምጉልባትን ተሳትፎ ወለድን ሕ/ሰብን ግደ መምህራን ክንደየናይ እዩ?

ሀ. አዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. አዝዩ ትሑት

5. ከም መጠን አባል ወመሕ ምስ ቦርድ ትምህርትን ስልጠናን/ቦትስ/ ከባቢኹም ዘለኩም ርክብ እንታይ ይመስል?

ሀ. አዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. አዝዩ ትሑት

6. ከባቢ ሕ/ሰብኩም ብዝለዓለ ዘበርክትዎ ዓይነት ሓገዝ አየናይ እዩ?

ሀ. ገንዘብ ለ. ማተርያላዊ ሓገዝ ሐ. ናይ ጉልበት ሓገዝ

7. ብአብዝሓን ብተደጋጋምን አብ ቤት ትምህርቲ ምሕጋዝ ርኡይ ተሳትፎ ዝገብር ክፋል ሕ/ሰብ ከባቢኹም መን እዩ?

ሀ. ናይ ተምሃሮ ወለዲ ጥራሕ

ለ. ትሑት እቶት ዘለዎም ወለድን ሕ/ሰብ ከባቢን

ሐ. ማእኸላይ እቶት ዘለዎም ወለድን ሕ/ሰብ ከባብን

መ. ሃፋትም ወለድን ከባቢ ሕ/ሰብን

መምርሒ 3: ናይ ከባቢ ሕ/ሰብ ኣበ መባእታዊ ት/ቲ ሓገዝ ንክገብሩ ዘለዓዕሉ ንጥፈታት ኣብ ዝስዕብ ሰደቓ ተዘርዘሮም ኣለዉ ፡፡ ኣብ ዝትስማዕማዕሎም ሓሳባት ናይ “X” ምልክት ብምቕማጥ መልስኹም ሃቡ?

5= ኣዝዩ ይስማማዕ 4= ይስማዕማዕ 3= ኣይወስነን 2= ኣይስማዕማዕን 1=ኣዝዩ ኣይስማዕማዕን

ሪጋ	ከባብያዊ ሕ/ሰብ ረኡይ ተሳትፎ ንክህልዎም ዘላዓዕሉን ዝሕግዙ ንጥፈታት	ደረጃ ምላሽ				
		5	4	3	2	1
1	ኣብ ምሕጋዝ ቤት/ቲ ናይ ከባቢ ሕ/ሰብኩም ዘደለይዎ ከወፍዩን ክዊስኑን ዕድል ይወሃቦም እዩ					
2	ከባብያዊ ሕ/ሰብኩም ሓደ ሰብ ክነደይ ከወፍይ ከምዘለዎ በዕሎም ውሳኔ ናይ ምሃብ ዕድል ኣለዎም					
3	ኣብዚ ሓዚ እዋን ቤት ት/ትኩም ካብ ከባቢ ሕ/ሰብ ሓገዝ ብምርካብ ተጠቓሚት እያ					
4	ናይ ቤት ትም/ትኩም ኣባላት ወመሕ ስርሒም ብግቡእ ክስርሒም ዝኽእል ስልጠና ወሲዶም ኣለዉ					
5	ከመ ዕንቅፋት ናይ ዉልቀ ስራሕቶም					
6	ከም መጠን ኣባል ወመሕ እቲ ዝተወሃበኩም ስልጠና ሓላፍነትኩም ብግቡእ ክትዋፀኡ ሓጊዝኩም እዩ					
7	ስራሕ ማእኸል ዝገበሬ ገምጋም ብሓፈሻ ከምኡዉን ስራሕቲ ምልዕዓል ሕ/ሰብ ብፍላይ ዝጠመተ ገምጋም ዝትገብሩዎ መእዝመእዝ እዩ					
	ብብወርሒ					
	ብብ ርብዒ ዓመቲ					
	ብብ ፍርቂ ዓመት					
	ኣብ ዓመት ሓደ ግዜ					

መምርሒ 4: ዕውት ዝኾነ ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ቤት/ቲ ንክህሉን እቲ ሓገዝ ቀፃልነት ዘለዎ ንምግባር እንታይ ተተሰርሒ ይሓይሽ ትብሉ?

መምርሒ 5: አብ ዝስዕብ ሰደቓ ኣባላት ወመሕ ቤት/ቲ ዕዉት ዝኾነ ስራሕቲ ምምሕዳር ቤት ትም/ቲ ንክይሰርሑ ዝዕንቅፉ ፀገማት ተዘርዚሮም ኣለዉ ብዘለዎም ክብደት ሰዕቤን መሰረት ናይ “X” ምልክት ብምጥቃም ምላሽኩም ሃቡ።

5= ኣዝየ ይስማማዕ 4= ይስማዕማዕ 3= ኣይዉስነን 2= ኣይስማዕማዕን 1=ኣዝየ ኣይስማዕማዕን

ሪጋ	ኣብ ስራሕቲ ምምሕዳር ቤት/ቲ ዝዕንቅፉ ነገራት	ደረጃ ምላሽ				
		5	4	3	2	1
1	መንበሪ ገዛ ኣባላት ወመሕ ካብ ቤት/ቲ ችሑኹ ብምኻኑን ኣብዘጥዕም መዓልቲሰዓ፻ ናይ ኣኼባ ሃዉዒት ብምህላዉ					
2	ኣብ ግቡእን ሓላፍነትን ናይ ሓደ ኣባል ወመሕ ዘሎ ግንዛብ ትሑት ብምኻኑን ዝተሓተ ዓኻምን ፍልጠትን ብምህልዉ					
3	ሕዕረተ ግዘ ፡ ጉልበትን ትሑት መነባብሮ ምህለዉ-					
4	ትሑት ግንዛብ ረብሓ ትምህርቲ ምህላዉ					
5	ኣብ ርእሳነ መምህራንን መምህራንን ዘሎ ፀገም ናይ ምትብባዕን ምልዕዓል ሕዕረት ምህላዉ					
6	ኩሉ ሓላፍነተ ብርእሰ መም/ር ጥራሕ ክትግበር ምድላይን ናብቲ ርእሰ መም/ር ምሽንዳዉን					
7	ኣብ ኣባለተ ወመሕ ቤት ትም/ቲ ዝትግበር ስራሕቲ ምትብባዕ ትሑት ስለዝኾነን ብወገን ኣባላተ ወመሕ ዘሎ ትሑት ተወፋይነት					

መምርሒ 6: ካለእ ንኣባላት ወመሕ ዝዕንቅፉ ፀገማተት እንተሃሊዮም ይጥቀሱ

መምርሒ 7: ኣብ ዝሰዕብ ሰደቓ ኣባለቲ ወመሕ ንሕ/ሰብ ከባቢኦም ብምውካል ኣብ ቁልፊ ስረሕቲ ምምዳር ቤት ትም/ቲ ክሳተፉ ከምዘለዎም ተግባራት ተዘርዚሮም ኣለዉ። ንሰኹም ከም መጠን ኣባል ወመሕ ዘለኩመ ተሳትፎ ድማ ናይ “X” ምልክት ተጠቒምኩም ግለፁ።

1= ኣዝዩ ልዑል 2=ልዑል 3=ማእኸላይ 4=ትሑት 5= ኣዝዩ ትሑት

ሪጋ	ኣብ ስረሕቲ ምምዳር ቤት/ቲ ዝዕንቅፉ ነገራት	ደረጃ ምላሽ				
		5	4	3	2	1
1	ተሳትፎ ኣባለት ወመሕ ኣብ ምድላዉ ትልሚ ቤት/ቲ					
2	ተሳትፎ ኣባለት ወመሕ ኣብ ምውሳን ዝተፈላለዩ ስረሕቲ ቤት/ቲ					
3	ተሳትፎ ኣባለት ወመሕ ኣብ ምዕዳቕ በጀትን ምክትታል ን ምውሳንን ወፃኢታት በጀት ቤት ትም/ቲ					
4	ተሳትፎ ኣባለቲ ወመሕ ኣብ ምክትታልን ምግምጋምን ብቕዓት ቤት/ቲ					
5	ተሳትፎ ኣባለቲ ወመሕ ኣብ ምግምጋምን ምክትታልን ውዕኢት ተሳተፎ ሕ/ሰብ ከባቢኦም					
6	ኣብ ኣጠቓቕማ እቶተ ቤት ትን/ቲ ብመሰረት ዝተቐመጡ ትልምን ዕላማን ምኻኑ ናይ ምግምጋም ዓቕሚ					

Appendix- C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview questions for LETB and Local community members

Dear respondents:

The purpose of this interview is to collect data on the assessment of community participation in supporting primary education in southern zone of Tigray Region. Since the data collected via this interview is to be used for purely academic purposes, your cooperation in providing genuine and frank responses freely is of paramount importance to the success of the study. I would like to assure you that your anonymity will be maintained. You are not required to write your name.

Thank you in advance for your cooperation!

C. General Information

1. Address

3.1 Woreda _____

3.2 . Kebele _____

3.3 . Name of the School _____

4. Socio-Demographic Characteristics

2.1. Age _____

2.2. Sex

A. male

B. Female

2.3. Occupation _____

2.4. Level of Education _____

Interview Questions:

1. Why is the participation of the community important/ necessary?
2. What do you feel about the effectiveness of the participation of the community in supporting primary education?
3. How does your committee organize the mobilization of the community and control the implementation process? Do you evaluate your performance? How often?
4. To what extent has the woreda Administrative council and woreda education office have helped you in your effort?
5. Have you ever taken orientation/ workshop/ training so that you can carry out your duties properly?
6. If your answer for question No. 5 is 'yes', to what extent has it helped you to execute your duties?

7. Do you consult with the local community before embarking on any activity? If yes, what are the areas where the community participates? (In school development, planning, in decision making, implementation choosing ways of participation... etc)
8. In which domains of participation (money, labour, and material) does the community mostly take part?
9. What are the contributions of the community that has been secured so far?
10. Who are the key participants in such endeavors? Parents, the poor, the rich, the whole community? Why?
11. Who assesses the need for community involvement or who is responsible for identifying the problems? The woreda administrative council/ WETB, the PTA, the LETB, the local administrative council or your committee?
12. How do you evaluate the interest/ initiative of the community to support schools?
13. To what extent is the role of principals and teachers in initiating the local community to participate in school affairs?
14. What are the major constraints encountered in the process of mobilizing the society to support schools?
15. What do you think should be done in order to make the practice more effective, transparent and sustainable?

Appendix A

ንኣባላት ወመሕ (PTA) ቤት/ቲ ዝቐረበ ዕሑፋዊ መሕትት

ዝኸበረኩም ተሳተፊቲ እዚ ምዕናዕቲ

ዕላማ ናይዚ ዕሑፋዊ መሕትት ዚ ኣብ ዞባ ደቡብ ዝርከቡ ሕ/ሰብ ኣብ ምሕጋዝ ቀዳማይ ብርኪ ቤት/ቲ ዘለዎም ተሳትፎ ንምፍታሽ ዝፃለመ እዩ።

እቲ ካብኩም ዝእኩብ ሓበሬታ ንትምህርታዊ ምዕናዕቲ ዝሕግዝ ስለዝኾነ ናይኩም ምትሕብባር ነቲ ምዕናዕቲ ዕዉት ኣብ ምግባር ዝለዓለ ተራ ኣለዎ። ምሽጥራዊነቱ ዝተሓለወ እዩ። ሽምኩም ምፅሓፍ ኣድላዩ ኣይኮነን።

ሀ. ሓፈሻዊ ሓበሬታ

1. ኣድራሻ

1.1. ወረዳ _____

1.2. ቀበሌ _____

2. ዉለቃዊ ሓበሬታ

2.1. ዕድመ _____

2.2. ፆታ _____

ሀ. ተባዕታይ

ለ. ኣነስታይ

2.3. ስራሕ _____

2.4. ደረጃ ትምህርቲ _____

መምርሒ 1: አብ ዝስዕብ ሰደቓ ኩነታት ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ቀዳማይ ብርኪ ኣብያተ ትም/ቲ ዝዘርዝሩ ሓሳባት ቐሪቦም ኣለዉ። ነቶም ዝቐረቡ ሓሳባት ምስምዕማዕኩም ኣ ዝገልፁ መዐቀኒታት ናይ “X” ምልክት ተጠቂምኩም ምላሽኩም ህትህቡ ይሓትት።

5=ብጣዕሚ ይስማማዕ 4=ይስማማዕ 3=ኣይወሰንን 2=ኣይስማማዕን 1=ብጣዕሚ ኣይስማማዕን

ሪጋ	ኩነታት ተሳተፎ ሕ/ሰብ	ደረጃ ምላሽ				
		5	4	3	2	1
1	ተሳትፎ ሕ/ሰብ ኣብ ምጉልባት ምባእታዊ ትም/ቲ ዝለዓለ ግደ ኣለዎም።					
2	ሕ/ሰብ ኣብ ምሕጋዝ ቤት/ቲ እንትሳተፉ ዝስምዖም ስሚዒት፡					
	ከም ሓለፍነቶም ምኻኑ					
	ከም ዝተገዱ/ ተገዲዶም ከምዝሰርሑ					
	ከመ ዕንቅፋት ናይ ዉልቀ ስራሕቶም					
3	መምህራን ናይ ሕ/ሰብ ተሳትፎ ኣብ ሓገዝ ቤት ትም/ቲ ዘለዎም ኣራእያ።					
	ከም ብኸነት ግቤ					
	ከም ተወሳኺ ወፃኢ					
	ከም ፍልፍል እታዎታት					
	ከም ስግእት					
4	ርእስ መምህራንን መምህራንን ቤት ትም/ትኹም ንወለድን ከባቢ ሕ/ሰብን ኣብ ምልዕዓል ይሳተፉ እዮም።					
5	ተሳትፎኦም ክንደየናይ እዩ?					
	ኣዝዩ ልዑል					
	ልዑል					
	ማእኸላይ					
	ትሑት					
	ኣዝዩ ትሑት					

መምርሒ 2: ዝስዕቡ ሕቶታት እዉን ብዛዕባ ተሳትፎ ሕ/ሰብ ዝገልፁ እዮም። ኣብ ዝቐረቡ መማረቂታት ቅኑዕ መልስኹም መልስኹም መልሱ።

- ደረጃ ግንዛብ ሕ/ሰብን ወለድን ኣብ ረብሓ ቤት ት/ቲ ክንደየናይ እዩ?
 ሀ. ኣዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. ኣዝዩ ትሑት
- ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ኣብያተ ትም/ቲ ክንደየናይ እዩ?
 ሀ. ኣዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. ኣዝዩ ትሑት

3. ግደ ከባብያዊ ምምሕዳርን አባላት ቦትስን አብ ምልዕዓልን ምፍጣር ምቕወ ኩነታት ተሳትፎ ሕ/ሰብ ክንደየናይ እዩ?

ሀ. አዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. አዝዩ ትሑት

4. አብ ምፍጣር ምቕወ ኩነታት ከባቢን ምጉልባትን ተሳትፎ ወለድን ሕ/ሰብን ግደ መምህራን ክንደየናይ እዩ?

ሀ. አዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. አዝዩ ትሑት

5. ከም መጠን አባል ወመሕ ምስ ቦርድ ትምህርትን ስልጠናን/ቦትስ/ ከባቢኹም ዘለኩም ርክብ እንታይ ይመስል?

ሀ. አዝዩ ልዑል ለ. ልዑል ሐ. ማእኸላይ መ. ትሑት ረ. አዝዩ ትሑት

6. ከባቢ ሕ/ሰብኩም ብዝለዓለ ዘበርክትዎ ዓይነት ሓገዝ አየናይ እዩ?

ሀ. ገንዘብ ለ. ማተርያላዊ ሓገዝ ሐ. ናይ ጉልበት ሓገዝ

7. ብኣብዝሓን ብተደጋጋምን አብ ቤት ትምህርቲ ምሕጋዝ ርኡይ ተሳትፎ ዝገብር ክፋል ሕ/ሰብ ከባቢኹም መን እዩ?

ሀ. ናይ ተምሃሮ ወለዲ ጥራሕ

ለ. ትሑት እቶት ዘለዎም ወለድን ሕ/ሰብ ከባቢን

ሐ. ማእኸላይ እቶት ዘለዎም ወለድን ሕ/ሰብ ከባብን

መ. ሃፋትም ወለድን ከባቢ ሕ/ሰብን

መምርሒ 3: ናይ ከባቢ ሕ/ሰብ ኣበ መባእታዊ ት/ቲ ሓገዝ ንክገብሩ ዘለዎልኩ ንጥፈታት ኣብ ዝስዕብ ሰደቓ ተዘርዚሮም ኣለዉ ። ኣብ ዝትስማዕማዕሎም ሓሳባት ናይ “x” ምልክት ብምቕማጥ መልስኹም ሃቡ?

5= ኣዝዩ ይስማማዕ 4= ይስማዕማዕ 3= ኣይወሰነን 2= ኣይስማዕማዕን 1=ኣዝዩ ኣይስማዕማዕን

ሪጋ	ከባብያዊ ሕ/ሰብ ረኡይ ተሳትፎ ንክህልዎም ዘላዓዕሉን ዝሕግዙ ንጥፈታት	ደረጃ ምላሽ				
		5	4	3	2	1
1	ኣብ ምሕጋዝ ቤት/ቲ ናይ ከባቢ ሕ/ሰብኩም ዘደለይዎ ከወፍዩን ክዊስኑን ዕድል ይወሃቦም እዩ					
2	ከባብያዊ ሕ/ሰብኩም ሓደ ሰብ ክነደይ ከወፍይ ከምዘለዎ በዕሎም ውሳኔ ናይ ምሃብ ዕድል ኣለዎም					
3	ኣብዚ ሓዚ እዋን ቤት ት/ትኩም ካብ ከባቢ ሕ/ሰብ ሓገዝ ብምርካብ ተጠቓሚት እያ					
4	ናይ ቤት ትም/ትኩም ኣባላት ወመሕ ስርሓም ብግቡእ ከስርሓም ዝኽእል ስልጠና ወሲዶም ኣለዉ					
5	ከመ ዕንቅፋት ናይ ዉልቀ ስራሕቶም					
6	ከም መጠን ኣባል ወመሕ እቲ ዝተወሃበኩም ስልጠና ሓላፍነትኩም ብግቡእ ክትዋዕኡ ሓጊዝኩም እዩ					
7	ስራሕ ማእኸል ዝገበሬ ገምጋም ብሓፈሻ ከምኡዉን ስራሕቲ ምልዕዓል ሕ/ሰብ ብፍላይ ዝጠመተ ገምጋም ዝትገብሩዎ መእዝመእዝ እዩ					
	በብወርሒ					
	በብ ርብዒ ዓመቱ					
	በብ ፍርቂ ዓመት					
	ኣብ ዓመት ሓደ ግዘ					

መምርሒ 4: ዕውት ዝኾነ ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ቤት/ቲ ንክህሉን እቲ ሓገዝ ቀፃልነት ዘለዎ ንምግባር እንታይ ተተሰርሖ ይሓይሽ ትብሉ?

መምርሒ 5: አብ ዝስዕብ ሰደቓ ኣባላት ወመሕ ቤት/ቲ ዕዉት ዝኾነ ስራሕቲ ምምሕዳር ቤት ትም/ቲ ንክይሰርሑ ዝዕንቅፉ ፀገማት ተዘርዚሮም ኣለዉ ብዘለዎም ክብደት ሰዕቤን መሰረት ናይ “X” ምልክት ብምጥቃም ምላሽኩም ሃቡ።

5= ኣዝየ ይስማማዕ 4= ይስማዕማዕ 3= ኣይዉስነን 2= ኣይስማዕማዕን 1=ኣዝየ ኣይስማዕማዕን

ሪጋ	ኣብ ስራሕቲ ምምሕዳር ቤት/ቲ ዝዕንቅፉ ነገራት	ደረጃ ምላሽ				
		5	4	3	2	1
1	መንበሪ ገዛ ኣባላት ወመሕ ካብ ቤት/ቲ ችሑኞ ብምኻኑን ኣብዘጥዕም መዓልቲሰዓ፻ ናይ ኣኼባ ገዉዒት ብምህላዉ					
2	ኣብ ግቡእን ሓላፍነትን ናይ ሓደ ኣባል ወመሕ ዘሎ ግንዛብ ትሑት ብምኻኑን ዝተሓተ ዓቕምን ፍልጠትን ብምህልዉ					
3	ሕዕረተ ግዘ ፡ ጉልበትን ትሑት መነባብሮ ምህለዉ-					
4	ትሑት ግንዛብ ረብሓ ትምህርቲ ምህላዉ					
5	ኣብ ርእሳነ መምህራንን መምህራንን ዘሎ ፀገም ናይ ምትብባዕን ምልዕዓል ሕዕረት ምህላዉ					
6	ኩሉ ሓላፍነተ ብርእሰ መም/ር ጥራሕ ክትግበር ምድላይን ናበቲ ርእሰ መም/ር ምሽንዳዉን					
7	ኣብ ኣባለተ ወመሕ ቤት ትም/ቲ ዝትግበር ስራሕቲ ምትብባዕ ትሑት ስለዝኾነን ብወገን ኣባላተ ወመሕ ዘሎ ትሑት ተወፋይነት					

መምርሒ 6: ካለእ ንኣባላት ወመሕ ዝዕንቅፉ ፀገማተት እንተሃሊዮም ይጥቀሱ

መምርሒ 7: አብ ዝስዕብ ሰደቓ ኣባለተ ወመሕ ንሕ/ሰብ ከባቢኦም ብምውካል ኣብ ቁልፊ ስረሕቲ ምምዳር ቤት ትም/ቲ ክሳተፉ ከምዘለዎም ተግባራት ተዘርዚሮም ኣለዉ። ንሰኹም ከም መጠን ኣባል ወመሕ ዘለኩመ ተሳትፎ ድማ ናይ “X” ምልክት ተጠቒምኩም ግለፁ።

1= ኣዝዩ ልዑል 2=ልዑል 3=ማእኸላይ 4=ትሑት 5= ኣዝዩ ትሑት

ሪጋ	ኣብ ስረሕቲ ምምዳር ቤት/ቲ ዝዕንቅፉ ነገራት	ደረጃ ምላሽ				
		5	4	3	2	1
1	ተሳትፎ ኣባለት ወመሕ ኣብ ምድላዉ ትልሚ ቤት/ቲ					
2	ተሳትፎ ኣባለት ወመሕ ኣብ ምውሳን ዝተፈላለዩ ስረሕቲ ቤት/ቲ					
3	ተሳትፎ ኣባለት ወመሕ ኣብ ምዕዳቕ በጀትን ምክትታል ን ምውሳንን ወፃኢታት በጀት ቤት ትም/ቲ					
4	ተሳትፎ ኣባለተ ወመሕ ኣብ ምክትታልን ምግምጋምን ብቕዓት ቤት/ቲ					
5	ተሳትፎ ኣባለተ ወመሕ ኣብ ምግምጋምን ምክትታልን ውዕኢት ተሳተፎ ሕ/ሰብ ከባቢኦም					
6	ኣበ ኣጠቓቕማ እቶተ ቤት ትን/ቲ ብመሰረት ዝተቐመጠሉ ትልምን ዕላማን ምኻኑ ናይ ምግምጋም ዓቕሚ					

Appendix C

ቃለ መጠይቅ /Interview/ ን አባላት ቦፍስን ናይ ከባብያዊ ሕ/ሰባትን

1. ናይ ከባቢ ሕ/ሰብ ኣብ ቤት ትምህርቲ ክሳተፍ ምግባር እንታይ ረብሓ ኣለዎ?
2. ዕውት ተሳትፎ ሕ/ሰብ ኣብ ምሕጋዝ ቀዳማይ ብርኪ ኣብያተ ትምህርቲ እንተሃለዩ እንታይ ዓይነት ለውጢ ይህሉ ኢልኩም ትሕስቡ?
3. ከም መጠን ኣባል ኮሚቴ ምዃንኩም ዝተዋደደ ምልዕዓል ሕ/ሰብ ኣብ ምግባርን ኣብ ኣገባብ ኣተገባብራ ዘለኩም ክትትል እንታይ ይመስል ? መእዝ መእዝ ትገማገሙ?
4. ሕ/ሰብ ንምልዕዓል ኣብ ዝትንቀሳቀስሉ እዋን ናይ ወረዳ ኣመሓደርቲ ኣባላትን ወረዳ ቤት ፅሕፈት ትምህርቲ ክንደየናይ ይሕግዝኹም ?
5. ተግባርን ሓላፍነትኩምን ብኣግባብ ንምትግባር ዝሕግዙ ስልጠናታት ተዋሂብኩም ዶ ይፈልጥ ?
6. ስልጠና ተዋሂብኩም ተኾይኑ ብኣግባብ ሓላፍነትኩም ንክትፍፅሙ ዓቕሚ ፈጢርልኩም ዶ ? ለዊጥኩም ዶ?
7. ምስ ከባቢ ሕ/ሰብ ዘተ ተካይዱ ዶ? ትዛተዩ እንተ ኮይንኩም ብዛዕባ እንታይ ኢኩም ትዛተዩ ? (ኣብ ትልሚ ምምሕያሽ ቤት ትምህርቲ ፣ ኣብ ውሳኔታት ቤት ትምህርቲ፣ ኣብ ኣገባብ ወይ ዓይነት ሓገዝ ቤት ትምህርቲ ምምራፅወዘተ)
8. ናይ ከባቢኹም ሕ/ሰብ ብኣብዝሓ ንቤት ትምህርትኹም ዝህቦ ዓይነት ሓገዝ ኣየናይ እዩ..(ገንዘብ ፣ ጉልበታዊ ሓገዝ ፣ ንብረት ምልጋስ)
9. ብኣብዝሓ ንቤት ትምህርትኹም ዝተውሃብኩም ሓገዝ ናይ ሕ/ሰብ እንታይ ዓይነት 'ዮም ?
10. ኣብ ቤት ትምህርትኹም ብኣብዝሓ ሓገዝ ብምሃብ ዝሳተፉ እን መን እዮም ? (ወላዲ ተምሃሮ ፣ ድኻታት ነበርቲ ከባቢ ፣ ሃፍታም ነበርቲ ከባቢ፣ ኩሎም ነበርቲ ሕ/ሰብ)
11. ናይ ቤት ትምህርትኹም ፀገም ንምፍታሕ ኣድላይነት ተሳትፎ ሕ/ሰብ ኣብ ምንፃር ወይ ዘጋጥሞ ፀገማት ኣብ ምንፃር ሓላፍነት ዘለዎ ኣካል መን እዩ ?

(ወረዳ ምምሕዳር ፣ ከባብያዊ ምምሕዳር ቦትስ፣ ወ.መ.ሕ ፣ ቦትስ ቤት ትምህርቲ ጣብያ ምምሕዳር ፣ ናይኹም ኮሚቴ)

12.ናይ ከባኒኹም ሕ/ሰብ ቤት ትም/ቲ ንምሕጋዝ ዘለዎ ድልየት እንታይ ይመስል?
ሀ/ ብጣዕሚ ዝለዓለ ለ/ ዝለዓለ ሐ/ ማእከላይ መ/ ትሑት
ረ/ ብጣዕሚ ትሑት

13.ናይ ቤት ትምህርትኹም ርእሰ መምህራንን መምህራንን ናይ ከባቢ ሕ/ሰብ ሓዝም ንክህቡ ናይ ምልዕዓል ስራሕቲ ኣብ ምዕራይ ዘለዎም ግደ እንታይ ይመስል?

14.ከባቢ ሕ/ሰብ ን ቤት/ቲ ሓገዝ ንክህቡ ምልዕዓል ክትገብሩ ተለኩም ዘጋጥምኹም ዓበይቲ ፀገማት እንታይ እዮም ?

15.ብ ሓፊሻ ከባብያዊ ሕ/ሰብ ኣብ ምሕጋዝ ቤት ት/ቲ ዕውት ንምግባር ከምኡ'ውን ቀፃላይነት ንክህልዎን ኣብ ቤት ት/ቲ ሕ/ሰብ ግልፅነት ንክህሉ እንታይ ተተሰረሐ ይሓይሽ ይብሉ?

DECLARATION

I, the undersigned graduate student, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Berhanu Abate

Signature: 

Date: 01/07/2013

Addis Ababa University

This thesis has been submitted for examination by my approval

Advisor Name: Getnet Tizazu (PhD)

Signature: _____

Date: _____