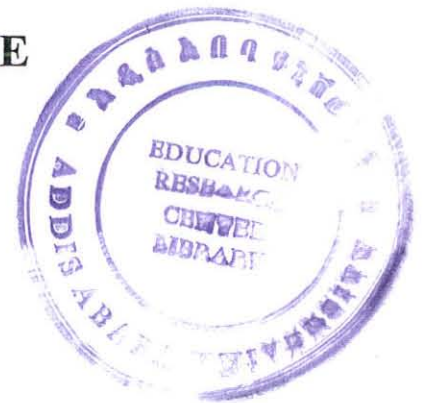
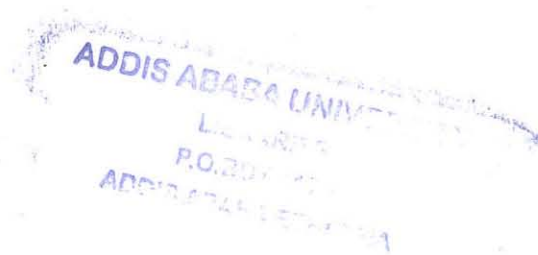


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OF TIGRAY REGION**

**BY  
KALAYOU TESFAYE**



**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

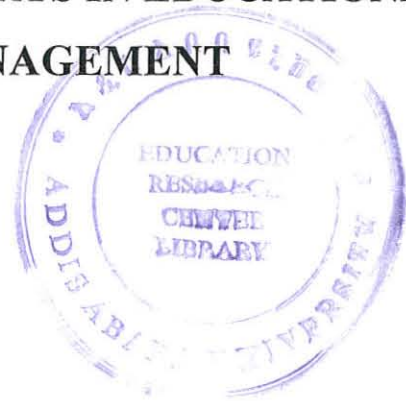


**JULY 2007**

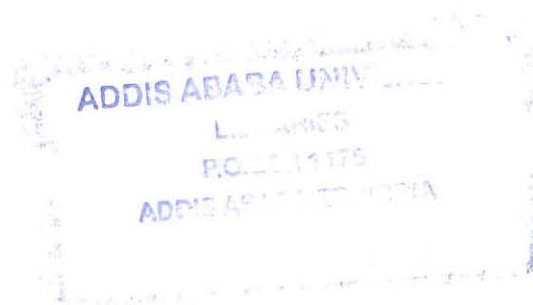
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OF TIGRAY REGION**

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

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
PLANNING AND MANAGEMENT**



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## LIST OF ACRONYMS

BESO	Basic Education System Overhaul
EPRDF	Ethiopian Peoples' Revolutionary Democratic Front
ESDP	Education Sector Development Program
FDRE	The Federal Democratic Republic of Ethiopia
LAC	Local Administrative Council
LDA	Local Development Agents
LETB	Local Education and Training Board
MOE	Ministry of Education
PHRD	Policy for Human Resource Development
PTA	Parent Teacher Association
SNNPR	Southern Nations Nationalities and Peoples' Region
TDA	Tigray Development Association
TGE	Transitional Government of Ethiopia
TREB	Tigray Region Education Bureau
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation's International Children's Emergency Fund
UPE	Universal Primary Education
VEC	Village Education Committee
WAC	Woreda Administrative Council
WEO	Woreda Education Officials

## ABSTRACT

*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 are facing problems in running educational activities due to lack of adequate funding. 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 involvement of the community than ever before. In light of this, 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 endeavours further.*

*To this end, the study employed descriptive survey research method. Accordingly, questionnaire and interview guide were prepared, pilot tested and administered to 138 sample subjects consisting of 80 PTA members, 40 LETB members and 18 WEO. A total of 97 subjects (98.9 percent) have filled and returned the questionnaire and 40 of the interviewees were approached. Moreover, document analysis was used to supplement the data gathered through questionnaire and interview. Finally, the data gathered was analysed using percentage and t - test as well as qualitative analysis.*

*The results obtained from the study indicate that the level of participation of PTA, LETB and the 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 in among the authorities etc. In view of this the future prospect of community participation will be at stake unless the aforementioned problems are tackled.*

*Finally, the study has come up with the following recommendations that are believed to alleviate the problems faced and improve the practice. These include: raising the awareness of the community and build the capacity of PTA and LETB, developing the culture of evaluation, recognizing the efforts of the community and encouraging PTA members, so as to create a facilitated condition for promoting the participation of the community in a sustainable and meaningful manner.*

# CHAPTER - 1

## 1. The Problem and Its Approach

### 1.1 Background of the Study

Education is the basis for the 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 (Lockeed and Verspoor, 1991; World Bank, 1980).

Owing to this fact, many developing countries including Ethiopia, have given due emphasis on expanding education in general and primary education in particular. 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 schools and the resultant increase in enrolment rates.

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 or may be threatened by, among others, unrestricted population growth, slow economic growth or recession and political instability.

Regarding the above point, Graham-Brown, S. (1991: 21, 109) points out that education is suffering from the effect of economic stagnation, debt crisis, poverty, low level of investment, unemployment, etc. He further adds 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 are deteriorated due to lack of maintenance. Basic expenditure on stationery, publication, books, etc is almost insignificant.

Thus, 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.

Regarding this, Shaeffer (1991: 2) states that in many developing countries good and sufficient education, needed more now than ever before, is more and more difficult to find. Governments, especially at the primary level are increasingly unable to supply it and if supplied to sustain and improve it. As a result, the traditional centralized - top - down processes of educational development are more frequently being called into doubt.

Hinting in to the 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 participatory approach has appeared on the scene. This approach begins with the assumption that sustainable development ultimately depends on enhancing people's capacities as individuals and groups to improve their own lives and take greater control over their own destinies. Such an approach to development represents a considerable change in social and political relationships and in who participates, controls and is empowered by the development process.

In Ethiopia, parental and community involvement in school affairs has a long tradition. The level of their involvement was however limited to the physical improvement of their schools and their involvement used to happen only when they are asked or told by higher authorities. As put 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 developments have been observed.

According to the evaluation of the implementation of the first Five - year Education sector development program, people's participation in education activities has resulted in the growth of

enrolment, in decreasing dropout rate, although sporadic, in financial and labour contribution, in improving students' discipline, in building schools, etc.

In Tigray Region, community participation has played a significant role in supporting primary education. Most of the activities accomplished by the involvement of the local community had mainly focused on maintenance/ construction of reading rooms, pedagogical centers latrine , additional classrooms and teaches' residence. Studies show that the contribution of the community was the highest which accounted for 46.5% in support of primary education followed by TDA/BESO 41.3% and the schools 11% and others 1.2%, Mitiku (2004).

In South Zone, where the study is to be conducted, the contribution of the community as studied by TDA/ BESO in six schools of two woredas shows similar trend. Recently, in an attempt to reduce class size and abolish shift system, the role of the community was 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 and for 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 assesses 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 greater emphasis on expanding education in general and primary education in particular both in quantitative and qualitative aspects. Consequently, the expansion of primary education, particularly in terms of quantity has shown an unprecedented increase in enrolment rates. The government's endeavor to expand education mainly stems from the pivotal role education plays in fostering socio -economic development and the fact that primary education is a right that every citizen should enjoy.

As Ethiopia is one of the least developed countries with multifaceted economic and social problems which are aggravated by population growth, the commitment of the government to provide free primary education to its citizens cannot in any way be successfully shouldered by the

government alone no matter how committed it is. 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, was growing faster than the resource base.

Reiterating this fact, Colclough (1997: 189) points out that nowadays governments are supporting education very strongly but still many of them are unable to stretch their resources far enough. Coombs (1985: 138) 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. On the one hand, they must seek ways to reduce unit costs and on the other hand they must seek ways to share the burden.

Sharing the burden, in effect, demands the mobilization and integration of stakeholders of education, teachers, students, parents and the local community. Studies undertaken in this area have revealed that 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 community participation.

As a result, the need for active participation of the community to support the provision of primary education appears to be of paramount importance that needs to be given due consideration so as to complement the efforts of the government and fill the resource shortfalls in the running of educational activities in a sustainable manner.

To this effect, there has been encouraging endeavours to involve the community in contributing its share for the development of education in terms of labour, material and financial support and participating in management aspects of running primary schools all over the country including Tigray region.

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 are facing problems in running educational activities due to lack of adequate funding from the government which is limited to cover 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 involvement of the community than ever before. Besides, studies have shown that the practice of community

participation in supporting schools has not been well planned, organized and coordinated and lacked conscious and sustained efforts. This demands 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.

### **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 south zone of Tigray Region.

#### **1.3.2 Specific Objectives**

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 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 constraints for active participation of the community,
5. To examine workable strategies which enhance community participation in support of primary education.
6. To explore best practices learned from the exercise.

To meet the objectives, the research study was guided by the following basic questions:

1. What are the reasons for community participation in primary education?
2. What mechanisms are in place to involve community in support of primary education?
3. To what extent does community participate in schooling affairs?
4. What are the potential constraints in securing community support for schools?

### **1.4 Significance of the Study**

Promoting primary education cannot be attained or facilitated without the active involvement of the community given that the increased demand of education and the poor economic status of the country.

Put differently, government funding and foreign assistance will not adequately cover all the necessary inputs for primary education. Thus, the involvement of the community in complementing the endeavours of the government becomes very crucial.

In light of this, the study is believed to have the following significance:

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 become aware of the bottlenecks /constraints in securing the 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 serve as a spring board for further studies as it is an area of serious concern.

### **1.5 Delimitations 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 six woredas of south zone of Tigray Region. The reason behind is that the area to be covered by the study is fairly representative (>50%), manageable and enables to arrive at modest generalizations about the study under consideration.

The study is also delimited to government primary education because it is the basis for secondary and higher education and the fact that the government has minimized its support for primary education for different reasons. With regard to time, the study focuses on the years from 1995-1999 because decentralization that is the abolition of zones and the empowerment of woredas has become effective as of 1995 EC.

### **1.6 Limitations of the Study**

The study was mainly 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 officials and transfer and frequent replacement of principals and PTA

members for various reasons. Moreover, shortage of time had also its own impact as some of the sample schools were remote and inaccessible for transportation.

## **1.7 Research Methodology**

### **1.7.1 Method**

The study employed descriptive survey research method. This research method was selected because it helps to obtain first hand information and enables the researcher to have access to multiple methods of gathering information. Besides, the survey method involves obtaining information directly from the participants by posing questions. Thus, it is believed that the method is appropriate to obtain facts about the current status of community participation in school support.

### **1.7.2 Sources of Data**

The sources of data for the study were members of Woreda Education officials, PTA members of the schools, local education and training Board and local development agents.

These sources 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.

Besides, relevant documents were consulted as sources to supplement the data gained from the respondents.

### **1.7.3 Sampling Techniques and Sample Size**

Simple random sampling technique was employed in selecting the sample woredas and schools to be studied because it gives equal opportunity of being selected and thereby minimizes bias.

Out of the eleven woreda (eight rural and three urban) found in south zone of Tigray Region, six woredas of which four rural and two urban woredas were selected as samples for the study.

From the 72 complete primary schools found in the six woredas, a total of 20 schools (27.7%), four schools from each of the four rural woredas and two schools from each of the two urban woredas were included in the study.

This is believed to be fairly representative and manageable and enable to arrive at modest generalization about the whole population.

Moreover, out of a total of 129 PTA members found in all the schools understudy, 80 (62.1%) PTA members that is four PTA members from each of the schools, were included in the study. Among these, three of them were selected randomly and the principal was included purposefully. 18 woreda Education officials three from each of the six woredas which include woreda education head and two supervisors were taken as sample respondents by employing purposive sampling technique.

Besides, 20 LETB heads and 20 LDA in charge of educational affairs were included by availability sampling technique.

Thus, a total of 138 respondents were included in the study so as to gather information about the issue understudy. The following table illustrates the areas and size of population the study covered.

**Table 1: Woredas, Schools and number of respondents**

Name of woreda	Number of complete primary schools	Sample Schools	Number of PTA members		Number of LETB & LDA	Number of WEO
			Total	Sample		
Alaje	16	Adishihu	8	4	2	3
		Birhan Lekatit	6	4	2	
		Mailiham	6	4	2	
		Betmara	6	4	2	
Raya Azebo	15	Haweltti	6	4	2	3
		Genetie	6	4	2	
		Abinet	6	4	2	
		Degol	7	4	2	
Endamehoni	15	Tesfay Ferede	6	4	2	3
		Meswait	7	4	2	
		Kindihaw Wolday	6	4	2	
		Ashara	6	4	2	
Ofa	17	Hashenge	6	4	2	3
		Zata	6	4	2	
		Fala	6	4	2	
		Menkere	6	4	2	
Maichew	5	Almaz Alemu	7	4	2	3
		Wofri Selam	8	4	2	
Korem	4	L-General Hailu Kebede	8	4	2	3
		Mussie Nisalam	6	4	2	
Total	72	20	129	80	40	18

#### **1.7.4 Data Collection Instruments**

To conduct this study the following data collecting tools were employed:

- a. **Questionnaire:-**the questionnaire to be used consisted of mainly closed ended items and a few open - ended items. The reasons why this type of questionnaire (closed-ended) is chosen is that it provides greater uniformity of responses, it allows to reach many people scattered in wider area and the fact that it is easy to process.
- b. **Interview:-** The type of questions are a combination of semi -structured and structured items. The rationale behind using interview is that it helps to elicit views, opinions, problems and expectations of the data sources who could not read and write. Besides it gives room for thorough clarification and exchange of ideas.
- c. **Document Analysis:-** to secure information that could not be obtained through questionnaire or interview relevant documents were consulted.

#### **1.7.5 Data Collection Procedure**

Before the actual study was started, the questionnaire was pilot tested on six PTA members, two LETB members, two principals from two schools and three education office experts which were not included in the sample area. This helped the researcher to obtain constructive suggestions regarding the clarity of the questions and thereby make necessary amendments. As a result, one question was reworded and another question was changed from closed type to open ended type so as to gain broader perspective or answer. Finally, the improved version of the questionnaire and the interview guide were translated in to Tigrigna and was administered to the subjects of the study taking the convenience of time and the schedule in to account.

#### **1.7.6 Methods of Data Analysis**

The study has employed both quantitative and qualitative data analysis methods. Percentage and t-test were used to analyse questions that need to be treated quantitatively. The t- test was used to see whether or not there are significant differences in the responses of the two groups of respondents on similar issues and qualitative analysis was used to treat open ended questions in the questionnaire and the interview guide and information that was gathered through document analysis.

## **1.8. Definition of key Terms**

**Community:-** the people living in one particular area who have at least several of the following in common a net work 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 with in a town, a town itself or an area served by a school (Wolf Joyce et al, 1997 in Awash 2001: 12)

**Participation:-** is involvement characterized by jointly initiated, monitored and evaluated programs of an organized group of people. It envisages self - perceived interest of groups and individuals in an effort to achieve set goals (Rahman in Zaudneh 1989: 7). Involvement and participation are used interchangeably in this study.

**Woreda-** A division or area marked off, developed for administrative purpose, with defined authority and responsibility and with estimated population size of about 100,000 (Jeilu Oumer, 2001: 9)

**Zone -** An intermediate administrative level between region and woreda. (Jeilu Oumer, 2001: 9).

## **1.9 Organization of the Study**

The study is organized in four chapters. The first chapter deals with background of the study, statement of the problem, significance, delimitation and limitations of the study together with the research methodology and procedure of the study. Chapter two presents the review of related literature. The third chapter deals with the presentation, analysis and interpretation of the data collected. The last chapter presents the summary, conclusions and recommendations of the study.

# CHAPTER- 2

## 2. 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 with the view to have wider perspective of the issue under discussion. Thus, 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 as well.

### 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 (1999:125). Thus, it could have different shades of meanings in different contexts. Different authorities have defined it in a more or less similar manner depending on their focus of interest.

To begin with, Bichman cited in Hailemichael (1996: 7-8) has defined it as a concept comprising of group of people living in the same area and sharing the same values and organizations; a group of people sharing the same basic interests at any given time; and a group of people targeted for interventions. Bray (1987:11) has also defined community as a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other, hold at least some common values and share an identity who normally have some shared institutions.

Building on the above definitions, Wolf et al (1997: 9-12) have elaborated the concept of community as having the following characteristics.

- a net work 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**

Based on the definitions of "community" stated above, there can be different types of communities. Bray (1987: 13) has put forth the following:

The first one is geographic community. This refers to all individuals living in a village, rural district or urban suburb. In many countries, schools have been formed and are supported by village development associations and by local parents' groups. In some situations all the people in a country or even a continent may see themselves as a community.

Secondly, the word 'community' can also describe ethnic, racial and religious groups within a wider society. Thus, it can refer to the Tamil, Gikuyu or Brazilian - Indian peoples, for example; to Chinese, European or Asians; or to Christians, Mormons, Jews or Muslims. Within the Christian community there may exist sub-communities of Roman Catholics, Baptists, Methodists, Anglicans and so on; and within the Muslim community there may exist sub-communities of Israelis, Ahmadiyya, Sufis and so on. Whether individuals identify themselves as members of the overall religion or the sect usually depend on their numbers and the context. If people are a minority and see themselves as fundamentally different from others; they are likely to join together more cohesively.

Thirdly, some communities also sub - divide themselves by sex and age for particular purposes. In all parts of the world males and females and children, youths, middle-aged and elderly meet separately for some purposes. Sometimes, for example, women's groups are a powerful force.

And some west African countries are sub - divided into age groups which play a major role in generating resources for schools.

Fourthly, 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 don't 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 parents' associations, based on adults' shared involvement with the welfare of their children.

## **2.1.2 Characteristics of Community Participation**

### **Definition of Participation**

Before going in to stating the features of community participation it is wise to explain what participation means.

Today most international organizations, foreign donors, governments and NGOs regard community participation as an essential dimension of development strategies. The term participation is one of those contentious words like community. For better understanding, it is necessary to state some of the relatively comprehensive definitions given by different authorities.

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.

The World Bank also defines participation as a process through which stakeholders influence and share control over development initiatives and the decisions and resources that affect them (World Bank, 2000b: 2).

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 Hailemichael (1996: 7-8).

## **Levels of Participation**

Shaeffer describes the levels of community participation in education as a ladder with seven rungs, the lowest of which represents the weakest form of community involvement - the mere use of a service such as a school. The highest rung represents true responsibility and power, described as participation in real decision making at every stage, such as problem identification, feasibility study, planning, implementation and evaluation.

These include: involvement through the mere use of service such as enrolling children in school, involvement through the contribution or extraction of money, materials and labour, Involvement through attendance' (e.g. at parents' meetings at school), implying passive acceptance of decisions made by others, Involvement through consultation on a particular issue, participation in the delivery of a service, often as a partner with other actors, participation as implementers of delegated powers, Participation "in real decision making at every stage: identification of problems, the study of feasibility planning, implementation and evaluation".

Shaeffer stresses that the first four definitions use the word 'involvement' and connote largely passive collaboration', whereas, the last three items use the word 'participation' instead, implying a much more active role. He further provides some specific activities that involve a high degree of participation in a wider development context which can also be applied in the education sector. These include: collecting and analysing information; defining priorities and setting goals; assessing available resources, deciding on and planning programs, designing strategies to implement these programs and dividing responsibilities among participants, managing programs, monitoring progress of the programs and evaluating result and impacts.

In order for people to effectively and actively participate in any development issue, they should be given the opportunity to choose on how and when to participate. Regarding this, Bernard (1970: 7) states that people participate to the extent that they choose cognitively, affectively and physically to engage in establishing, implementing and evaluating both the over all direction of a program and its operational details. Choice, in this context, implies not rarely an agreement to follow but an active decision to assume responsibility in considering the rationale, implications and potential outcomes of the program.

Thus, it is advisable to give the community the opportunity to choose and make decisions on how and when to participate, understand and get convinced about the benefits to be gained so that they would exert maximum effort to implement the plan.

Another important point that needs to be considered in connection with the concept of participation is the fact that participation has many meanings and may be a means or an end but in reality, it is usually both.

As stated by, Oakley et al (1991: 7-8), participation as a means implies the use of participation to achieve some predetermined goal or objective. In other words, participation is the process of tapping resources of rural people in order to achieve the objectives of development programs and projects. Participation as a means stresses the results of participation in that the achievement of predetermined target is more important than the act of participation. In this essence, participation is a short - term exercise; the local population is mobilized, there is direct involvement in the task at hand but the participation evaporates once the task is completed. In many ways, it could be argued that participation as a mean is a passive form of participation.

Participation as an end is an entirely different concept. Here we see participation essentially as a process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives. Participation as an end is an active and dynamic form of participation which enables rural people to play an increasing role in development activities.

The other important point that deserves a mention while talking about genuine participation is that it is a process that evolves and matures through time. Elaborating this, Burkey, (1996: 57) states the following:

*Participation is a process. Where there is genuine participation, mistakes will be made; there will be failures and there will be progress - a few steps forward, a step or two back. participation is essentially a 'learning by doing' exercise - plans are made, action is taken, results are studied, lessons earned and new plans and actions take place. This step by step process is often referred to in the literature on participatory development as 'praxis' which means practice as distinguished from theory.*

Reiterating the above, Rahman (1983) in Burkey (1996: 57-58) maintains that participation 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. "Praxis", and hence participation is a continuous educative process of progressive concretization. Through a collective self reflection on their experiences and problems, people become more aware of the dimensions of their reality and of what can be done by themselves to transform it. With this awareness they decide upon and take collective action and analyse its results to promote their awareness (knowledge) further. Thus, they move on with progressively advanced knowledge of their evolving reality.

Moreover, participating people requires creating common understanding with the participants and keeping the promises made. Regarding this, Wolf et al (1997: 6-7) suggest that involving people in order to increase awareness, empower, build capacity or expand rights and duties may be an end in itself, but it may also function as an instrumental means for accomplishing a specific task. Similarly, working with people to accomplish a specific task may enable them to expand their confidence and ability to address other issues in their lives. But it is important to understand that frivolously involving communities simply for its sake of involvement can be dangerous. When people become involved, they are contributing time, money, ideas, trust and good will. Their expectations are raised and follow-through is essential. Understandings with communities should be clear and if promises are made, they should be kept.

### **2.1.3 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.

Studies have shown that the organization and delivery of health and educational services benefit greatly from community participation. Among the benefits are; 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, Zakus 1992, World Bank 1993 in Hailemichael (1996:8).

More clearly, Shaeffer, (1994: 26-27) has described ways in which more participatory approaches to education can lead to changes 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, 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 behaviours 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 local initiative.

Regarding the benefit of community participation in supporting teachers, Uemura, (1999: 12-13) strengthens Schaeffer's idea by explaining that community Participation can also support teachers in various ways. For instance, communities can provide or construct housing for teachers. In rural areas, lack of qualified teachers is critical and preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to go to urban areas. Besides, community participation in education can also be a powerful incentive for

teachers. Teacher absenteeism, and lack of punctuality to show up in classrooms on time are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance by communities, they tend to be more aware of what they do. Feedback from parents and the community about their teaching performance can be a strong tool to motivate teachers, if schools are collaborative.

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 attendance and performance, forming village education committees to manage schools, actively attending school meetings to learn about children's learning progress and classroom behaviour, Providing skill instruction and local culture information, helping children with studying, garnering more resources from and solving problems through the education bureaucracy, advocating and promoting girls' education, 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: 117, Uemura 1999).

Put in a nut shell, participation leads to build on existing potentials and capacities; greater sense of ownership on the part of stakeholders, increased commitment to the objectives and outcomes, longer term social sustainability, increased self help capacity , stronger and more democratic institutions and partnerships; fostering the development of accountable, comprehensive and flexible educational management framework, (Faryal, 2005:5).

### **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: 27) stated that both sceptics and advocates of participatory development recognize that it is a process characterized by difficulties, risks, disappointments 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, or have a more self - interested level of involvement or concern than perhaps 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: 43) 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.

Building on the above idea, Shaeffer (1994: 27-29) has forwarded the following as impediments or obstacles that affect participation:

- a. The lack of homogeneity of many communities. This may make it very difficult to organize and mobilize the community towards greater involvement in education;
- b. the sheer lack of experience, skills and attitudes supportive of participatory and collaborative activities both among the government and education ministry personnel and among parents and other members of the community;
- c. the added expense of participatory process, especially to poor communities in terms of financial resources and of the time and energy required of the participating community organizations, government agencies and individuals;
- d. greater political and social instability arising from more outspoken communities and from unmet expectations.

- e. Projects which fail or show a decline in the quality of services provided because of the lack of technical expertise, supervisory skills and animators and of a participatory grassroots tradition in many societies (often accompanied by a sense of fatalism about the projects' future and skepticism about their efficiency);
- f. the placement of greater power in the hands of the wrong people; factionalists, demagogues, racists, reactionaries. Participatory process can also be taken over by those parts of any community (i.e. often corrupt and inefficient local elites and party cadres) most able, financially and personally to 'participate'.
- g. the domination, at the local level, of narrow community self interest, which may be based on short-sighted perspectives and aim at short-term benefits;
- h. the risk of tokenism, where participation leads only to marginal change, not to an alternative model of development, but rather to the reinforcement of the power and the values of the center;
- i. more concrete administrative obstacles such as logistical problems and staff turnover;
- j. a contradiction between the demands of participation and a rigid political culture where initiatives toward reform may require clear sanction from above, and
- k. the inability to standardize or generalize the implementation of participatory development and then to be able to evaluate clearly when a participatory process has succeeded.

Uemura (1999: 13-14) in his part has also touched up on 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 noting.

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 they 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.

Shaefer, however, generalizes that regardless of the above stated impediments, participatory approach to development has proven 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- the government - 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.

#### **2.1.4 General Guidelines for Promoting Community Participation**

Although community participation can be a strong tool to tackle some educational problems, it is not panacea 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 (1999:14), need to be considered 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 helps 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 create 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 rationale 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 partners in the community and, (g) the ability to mobilize resources from various interest groups and power centers 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 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 to 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 they 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.

Put in a nut shell, attaining greater community participation in particular and involving the community for educational development requires understanding of the nature of the community as no community is homogeneous, assessing the capability of the community in realizing successful community participation, establishing proper communication channel so as to create common understanding and conducting continuous assessment about the degree of the effects of the practices.

### **Principles of Participation**

Deliberations on problems, obstacles, constraints, issues and myths related to community participation would therefore be incomplete without an attempt at drafting some tentative or emergent guidelines (instruments and techniques) in promoting or facilitating participatory development.

Due to the complexity of community dynamics as a human process, there are no blueprints, nor ready - made recipes of participatory processes that can be applied to promote participatory development. However, the following points could be used as essential guidelines by anyone who wants to get involve in participatory development:

- ◆ Demonstrate an awareness of their status as outsiders to the beneficiary community and the potential impact of their involvement.
- ◆ Respect the community's indigenous contribution as manifested in their knowledge, skills and potential.
- ◆ Become good facilitators and catalysts of development that assist and stimulate community based initiatives and challenge practices which hinder people releasing their own initiatives and realize their own ideals.
- ◆ Promote co-decision-making in defining needs, goal-setting and formulating policies and plans in the implementation of these decisions. Selective participatory practices can be avoided when development workers seek out various sets of interest, rather than listening only to a few community leaders and prominent figures.
- ◆ Communicate both programme/ project successes and failures sometimes failures are more informative.
- ◆ Believe in the spirit of key values such as solidarity, conformity, compassion, respect, human dignity and collective unity.
- ◆ Listen to community members, especially the more vulnerable, less vocal and marginalized groups.
- ◆ Guard against the domination of some interest groups or a small unrepresentative leadership group
- ◆ Involve a cross - section of interest groups to collaborate as partners in jointly defining development needs and goals and designing appropriate processes to reach these goals
- ◆ Aim at releasing the energy within a community without exploiting or exhausting them.
- ◆ Empower communities to share equitably in the fruits of development through active processes where by beneficiaries influence the direction of development initiatives rather than merely receive a share of benefits in a passive manner (Botes and Rensburg, 2000: 53-54).

## 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 educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them skills important in society.

Schools 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 efficiently 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.

Of course, many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education.

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, parents and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Epstein, (1995, 1997) in Uemura, (1999: 5) also summarizes various types of involvement to explain how schools, families and communities can work productively together, in an attempt to improve school programs and school climate as follows.

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

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 teachers performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities 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 they can do to solve the problems. Consequently, they make efforts which are the means for improving the educational programs.

### **2.2.1 Rationale 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 with in 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 are 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 Uemuera (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 schools 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 forms of contribution are studied under community financing which Bray (1997: 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 in non - monetary form - land, labour and materials have costs associated with their provision and would have to be purchased if they were not provided directly.

In light of these, the rationale for community financing could also explain the rationale 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: that 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 promote 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 systems as a result of rapid population growth. In other words, the demand for 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) states 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 costs 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 projects 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 help projects can also promote desirable forms of social cohesion, though of course none of these are automatic out comes 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, materials, 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.

### **2.2.2 Areas of Community Participation in Schools**

#### **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.

## **2.2.2 Areas of Community Participation in Schools**

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Some of the common procedures highlighted by Bray which are felt to be pertinent for the purpose of the study include:

#### **Charges on pupils**

##### **a. Levies**

Bray, argues that the difference between a fee and a levy is merely semantic, particularly when levies are imposed every year and are destined for expenditure that would otherwise be covered from a general fee. He, however, differentiates between the two by stating that fees are sometimes conceptualized as payments for services, whereas levies are more commonly methods of raising funds for specific projects and that they are particularly important for capital works.

A survey in Swaziland presents a good example of the importance of building levies in one system where the levies were generally imposed on a per pupil basis which covered 69 percent of primary schools and 76 percent of secondary schools in 1984.

One benefit from the system of levies is that parents know where their money is going, and thus may be more willing to pay. This contrasts with general government taxes, which often seem to go in to a general pool from which the benefits are not immediately evident. Also, the levies can be adjusted each year according to the need.

##### **b. Launching Ceremonies**

Launching ceremonies are among the most prominent ways to generate funds for capital projects and when properly managed can be successful. This practice has proven successful in Kenya and Eastern Nigeria.

##### **c. Community Taxation**

Communities sometimes raise additional resources by imposing taxes on members. Rahardjo (1975) in Bray (1987: 172), for example, indicates that part of the funds for Indonesian religious schools which also teach secular subjects come from religious tithes. . . Donation of 'Zakat' is one of the pillars of Islam. In Eastern Nigeria, community members are taxed by counsels of elders.

Alternatively, communities might decide to tax beer in their area, to impose a toll on vehicles or to tax market stalls and vehicles.

#### **d. PTA Collections**

Collections by parent - Teacher Associations can be another major source of income. PTAs commonly raise money by imposing levies on their members and by organizing fetes, dance and other social events

#### **e. Alumni Association contributions**

Old students associations can be approached to support their school in the form of money, materials like books and others. Well organized campaigns can generate considerable resources, especially in older and more prestigious schools of which the former pupils have attained positions of eminence.

#### **f. grants from cooperatives**

Some schools, particularly in Africa, receive income from local cash - crop cooperatives.

#### **g. generating other resources**

The most obvious inputs of labour are usually in construction of buildings and in maintenance of school compounds. The availability of people who are skilled in construction with local materials is one reason why it is often sensible for schools to be built with local rather than imported designs. Besides, those who do not have the capacity to contribute in cash are mostly engaged in contributing their labour power.

The other contribution that communities can make is land. As stated by Bray (1988: 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 equipment, 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 creating 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 through 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 representation 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**

Planning is deciding in advance what is to be done, (New Man in Euske 1984: 15). Expanding on the above idea of planning as anticipatory decision making , Ackoff in Amey, (1986:1) describes it as" a process of deciding what to do, when and how to do it in advance of the time when decisions have to be taken".

It is also worth mentioning that planning is not an act but a process and as a result it needs to be continuously reviewed and revised so as to accommodate new reality and prognosticated changes and thereby avoid or minimize incorrect actions, so that it would result in achieving goals and objectives by optimal means, Euske (1984: 15)

With regard to education, Musazzi, (1982:119) has explained it as the process of educational development with the aim of making education more effective and efficient in terms of responding to the needs and goals of students.

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 honoured, 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 out 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 via participatory approach by the involvement of pertinent bodies that is by school committees or PTA members.

The issue of the participation of the community in decision-making in school development process should be given due emphasis because of the fact that the community are the major stakeholders in education and are very much concerned with the rational behind the decisions and their impact on the life of their children - their dearest possession - in particular and the society in general.

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 range 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 to support the goals of schooling, to enable the development of common purposes between teachers, parents and students; to lead to improved student learning intellectually, socially 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 skills training.

Building on the above, Imparato and Jeff (2003) in Melisew (2005: 23) state:

*"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 schools. The most important thing is that the community may decide what to do. It doesn'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 actions are implemented according to plan, (Aspinwall 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, (Aspinwall et al., 1992: 50).

As the members of school management committee and school board are representatives of the community, they are responsible for monitoring and evaluating the activities that take place in the school in the areas where it is felt appropriate. Regarding this, Morphet, (1982: 256) Koufman, (1995: 114) and Townsend (1994: 172) explain that one of the tasks (responsibilities) of the school board or school committee and PTA, is to evaluate the performance of the school along

with its plan. For without evaluation, it lacks the basis for decision making regarding future planning and development. The two purposes of monitoring and evaluation conducted by the school board and PTA are to enable decision making to be based on acceptable data and to provide accountability for what has already occurred. This process should be aimed at correcting not condemning. It is an opportunity to learn from experiences and accomplishment for continuous improvement - when things are going properly to stay on track, when there are undesirable deviations from the plan to revise as required.

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 principals 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 countries**

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

In this regard, there are a number of experiences from different parts of the world which could be cited as examples of the role of community participation in supporting educational development and are presented as follows.

After the twelve year civil war that ended in 1992, which left Elsalvador in despair, the government was not capable of delivering public services to its citizens. Education services were not delivered to children, particularly in rural areas. To alleviate this problems, some communities organized themselves and developed a self managed, private form of education administered by an association of rural workers who hired and paid teachers directly from their own financial resources. These innovative community - managed schools known as EDUCO, are operated by parents association who are responsible for hiring teachers, monitoring teacher performance, ensuring teacher attendance; providing feedback to parents on children's progress, managing the budget, contributing to the maintenance and equipment of the schools, raising

financial resources and mobilizing parents and community members to provide voluntary services. Evaluation study of these schools shows that their students performed on level comparable with students in traditional schools and in some cases even better, (Uemura, 1999: 29-30).

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 devolution of power. 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 chairman. The administrative responsibilities given to VEC 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 per-cent 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 percent of the Kenya's secondary schools were unaided harambee institutions, and another 21.4 percent 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

Before the emergence of modern education, Ethiopian education was totally dominated by religious groups. The Orthodox Church in Particular and the Mosque to a certain degree played a significant role in the development of education. During this time, as Pankhrust (1958: 30) states, the role of parents and local communities were confined to rewarding the priest with material gifts depending on their wealth. Similarly, Maaza (1966: 21), states that the community had to provide food and other necessary materials to religious students, send their children to school and make a pay in cash and in kind to priest teachers but without having a say about the education provided.

After the introduction of modern education by Menelik II, the state took the responsibility of covering the funds and establishment of schools. Likewise, during the emperors 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: 38) has clearly put it as follows:

*. . . Schools virtually remained an island unto itself, a kind of a foreign body to the community. Its administration was solely managed by the school principal. The schools' contact with the community was limited to visit once or twice a year when the schools celebrate . . . school day or parents' day.*

During the 'Derg' 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 a wider community participation, (Teshome1979: 40).

Consequently, the Ministry of Education adopted a new law authorizing locally effected school management committee for operating and maintenance of schools in collaboration with the government. Under proclamations No. 103 of 1976 and NO 260 of 1984, the school committees were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities. The latter proclamation was meant to strengthen the management and administration of schools by establishing government and public

school committees which have members elected by urban dwellers or peasant associations (MOE 1984: 121)

In relation to the management and administration of government schools, proclamation No. 260 of 1984 states that government school committees shall, among other things, have the following powers and duties.

- ◆ to make an over all supervision in order to ensure that the school is orderly and properly managed and administered in accordance with the regulation of directive issued to it by the minister.
- ◆ to supervise and follow up the proper utilization of subsidy or budget allocated to the school by the Ministry of education.
- ◆ to make an overall supervision over the administration of the property of the school in order to ensure its use only for educational purposes.
- ◆ to encourage and coordinate the efforts made to develop the internal income of the school and make an overall supervision in accordance with the regulations or directives of the ministry in order to ensure that its income is expended for the benefit of the school, and
- ◆ to coordinate the school and the community in order to integrate theory with practice and encourage artisans to teach their skills in schools pursuant to the educational program of the school issued by the headmaster (1984: 2-3).

These powers and duties signify that the need for a strong relationship between schools and the participation of community as a means of supporting schools to make them operate in a better way was given attention.

The education sector development program Implementation Manual (ESDPIM, 1998: 46) also states the main functions of the school committee as: supervising the proper running of the school, endorsing annual plan and budget, overseeing that appropriate culture is reflected in the school, working towards better relationship between the school and the community, finding ways and means of increasing the revenue 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 Derg'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 the 1994 education sector strategy policy of the TGE, which stated:

*Schools will be strongly linked with the community, which will take responsibility in its 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 underline 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 buildings..., 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's) 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 the 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 activities at the school.

Similarly, community participation in Tigray, has played a significant role in improving primary education. TDA's 10<sup>th</sup> anniversary Magazine (1999: 52) indicates that in places where the intervention of TDA/ BESO has been undertaken, the local communities have contributed cash labor and local materials worth 9, 452, 750 birr in support of primary education. Moreover, As indicated in the strategic plan of TREB (1999-2003), the participation of the community in rendering financial assistance in terms of monetary contribution, in kind contribution and labour contribution in the years 1994-1996 E.C was as follows:

In 1994 the total contribution was 3, 211, 253.2 birr, in 1995, it was 6, 951, 677.1 birr which showed 116.5% increase and in 1996EC., it was 15, 814, 107.1 which in turn exhibited a growth rate of 127.5%, (TREB, 1998: 42).

#### **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 3.7 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 six zone namely southern, Eastern, central, western, North - western and Mekelle zones with a total of 46 woredas of which 34 are rural and 12 are urban woredas. All of the woreda capitals are accessible. 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 schools ranged from 20 in the 1940s through 52 in the 1950s to 48 schools in the 1960s out of which 65 percent of the schools

in the 1940s, 50 percent in the 1950s and 35 percent in the 1960s were supposedly government schools managed by the Ethiopian Orthodox Church. The highest ever number of 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 "Derg" regimes (TREB, 1997: 7-8).

After the armed struggle was over, many of the former 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 has enabled the primary school population to reach a new peak of 318, 380 in 1995/96, Accordingly the PGER reached as high as 43.2 percent in that same year. Therefore, the society, the government and the international donor community together succeeded in improving the expansion of access to education in the region.

This rapid expansion of primary schools 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 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 - 3

### 3. DATA PRESENTATION, ANALYSES AND INTERPRETATION

This chapter deals with presentation and analysis of the data obtained from three 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 members of local education and training Board and local development Agents as well as some PTA members.

In addition to this, document analysis was undertaken in order to gather supplementary information.

The information gathered through questionnaire was analysed using percentage and t - test. Moreover, the information secured through interview and document analysis was analysed using qualitative method so as to get answers for the basic questions raised.

The total population of the study was 138 where 80 of them were PTA members, 40 were LETB and LDA members and 18 were WEO. 6(7.59%) of the PTA members were illiterate, thus, information was gathered through careful reading and explanation of structured interview. All in all, out of the 138 respondents 137 (99.2%) of them participated in either filling the questionnaire or being interviewees. It was only one PTA member who was not available during the interview.

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 section categorized in sub topics.

### 3.1 Characteristics of Respondents

The following two tables (table 2 and 3) show the characteristics of respondents of the study in terms of sex, age, marital status, educational level and occupation. The analyses 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 2: Characteristics of respondents by Sex, Age and Marital Status**

NO	Item	PTA N = 79		LETB & LDA N=40		WEO N = 18	
		N	%	N	%	N	%
1	Sex						
	a. Male	56	70.8	37	92.5	18	100
	b. Female	23	29.1	3	7.5	-	-
	Total	79	100	40	100	18	100
2	Age					-	
	a. 20-29	22	27.8	3	7.5	-	
	b. 30-39	37	46.8	9	22.5	6	33.3
	c. 40-49	13	16.4	26	65	9	50
	d. 50-59	6	7.59	2	5	3	16.6
	e. 60 and above	1	1.26	-		-	100
	Total	79	100	40	100	18	100
3	Marital status						
	a. single	11	13.92	2	5	1	5.5
	b. Married	68	86.07	38	95	17	94.4
	c. divorced	-		-	-	-	-
	Total	79	100	40	100	18	100

As it can be seen from the table above, the first item refers to the sex composition of respondents. In this regard, 70.8% (56) of members of PTA, 92.5% (37) of LETB and LDA, and 100% (18) of Woreda Education Officials were males. The remaining 29.1% (23) PTA members and 7.5% (3) LETB members were females. The above data shows that there is relatively better involvement of women in PTA while there are only three in LETB and none in woreda education offices of the six woredas under study. This implies that it is necessary to raise the number of females in LETB and LDA 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 the 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 counter part especially students to be motivated for learning.

Regarding the age structure of the respondents, item 2 in the above table shows that 27.8% (22) and 7.5% (3) PTA and LETB members respectively are in their twenties. The majority of PTA members that is 46.8% (37), and 22.5% (9) LETB members and 33.3% (6) WEO were in their thirties. 16.4% (13) PTA members and the majority of LETB and WEO that is 65 % (26) and 50 % (9) respectively were in their forties. The remaining 7.59% (6), 5% (2) and 16.6% (3) PTA, LETB WEO were in their 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 3: Description of Respondents by Educational Level and Occupation**

NO	Item	PTA N = 79		LETB & LDA N=40		WEO N = 18	
		N	%	N	%	N	%
1	Educational Background						
	a. illiterate	6	7.59	5	12.5	-	-
	b. able to read and write	7	8.86	11	42.5	-	-
	c. Grades 1-4	2	2.53	15	37.5	-	-
	d. Grade 5-8	3	3.79	3	7.5	-	-
	e. Grades 9-12	1	1.26	-	-	-	-
	f. 12+ certificate	23	29.1	-	-	-	-
	g. diploma	37	46.8	-	-	7	38.8
	h. first degree	-	-	-	-	11	61.1
	i. second degree and above	-	-	-	-	-	-
	Total	79	100	40	100	18	100
2	Occupation						
	a. farmer	14	17.7	36	90		
	b. Merchant	1	1.26	3	7.5		
	c. principal	20	25.3	-	-		
	d. teacher	42	53.16	-	-		
	e. other	2	2.53	1	2.5		
	Total	79	100	40	100		

Table 3 shows the educational background of the respondents. As it can be seen from the table above, 7.59% (6) and 12.5% (5) of PTA and LETB members respectively are illiterate. The majority of PTA members that is 75.9% (60) of which 29.1% (23) and 46.8% (37), are TTI and Diploma respectively. The remaining 16.4% (13) 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 LETB only 12.5% (5) are illiterate while the rest are literate whose level range from basic education to grade 8.

As to the education level of WEO, 38.8% (7) and 61.1% (11) are diploma and first degree holders respectively. This shows that they are equipped with the necessary qualified man power who are likely to execute their duties and responsibilities at least to a reasonable degree.

As displayed in item 2 of table 3, the majority of PTA members are principals and teachers which account for 78% while 17.7% are farmers and only one merchant and two from other walks of life.

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, 90% 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.

## **3.2 Analyses and Discussion**

### **3.2.1 Stakeholders' views toward community participation, extent of mobilization level of awareness and participation.**

The following three tables (tables 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 the 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: Stakeholders' Views toward Community Participation in Support of Schools**

NO	Item	PTA N = 79		WEO N = 18	
		N	%	N	%
1	To what extent is the importance of community participation?				
	a. Very high	49	62.2	-	-
	b. high	19	24.05	-	-
	c. medium	11	13.92	-	-
	d. low	-	-	-	-
	e. no idea	-	-	-	-
	Total	79	100	-	-
2	What do community members feel about their involvement?				
	a. as an imposition	26	32.9	1	5.5
	b. as an obstacle	22	27.8	5	27.7
	c. as their own responsibility	31	39.24	2	11.1
	d. no idea	-	-	10	55.5
	Total	79	100	18	100
3	How do teachers view community participation?				
	a. as a waste of time	9	11.39	2	11.1
	b. as additional cost on the school	6	7.59	1	5.5
	c. as source of inputs	64	81	15	83.3
	d. as a threat	-	-	-	-
	Total	79	100	18	100

Regarding the question to what extent is their belief about the importance of the participation of the community for the improvement of primary education, (table 4 item 1), 62.02% (49) and 24% (19) of PTA members responded as very high and high respectively. The remaining 13.9% (11) responded medium.

This implies that the majority of PTA members have greater awareness about the importance of community participation. Moreover, they have clearly pointed out as 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 just a few.

As to the feeling of the community about their involvement in support of schools (item 2), 32.9% (26) and 27.8% (22) PTA members felt that it is an imposition and an obstacle to their personal business respectively while 39.2% (31) responded that they consider it as their responsibility.

This shows that the majority of the respondents that is 60.7% (48) expressed their view negatively. The response of WEO also reveals the same trend that is 33.3% (6) reported that it is considered either as an imposition or obstacle while only 11.1% (2) replied positively and 55.5% (10) reserved themselves from commenting.

From this, it can be tacitly 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 still 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.

Item 3 of table 4 revealed that the majority of the respondents that is 81% (64) PTA members and 83.3% (15) WEO respectively pointed out that the involvement of the community in support of schools is viewed by teachers as a source of resource for the betterment of schooling while only 18.9% (15) and 16.6% (3) PTA and 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.

**Table 5: Principals involvement in initiating the community**

No	Item	WE Officials N = 18	
		N	%
1	Do principals in your woreda involve in initiating the community?		
	a. yes	18	100%
	b. No	-	-
	Total	18	100%
2	To what extent is their involvement?		
	a. very high	1	5.5%
	b. high	2	11.1%
	c. medium	13	72.2%
	d. low	2	11.1%
	e. very low	-	-
	Total	18	100%

With regard to whether principals involve in initiating the community to participate in supporting schooling (item 1 and 2 of table 5) all of the respondents replied positively. As to the level of their involvement, 72.2% of them rated that their involvement was medium and 11.1% and 5.5% rated high and very high respectively. Whereas only 11.1% of them replied that it was low.

This implies that the level of the participation of principals is encouraging because the role of principals 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, LETB and LDA disclosed that the involvement of principals is greatly confined to increasing enrollment and returning dropouts. Their involvement in mobilizing the community to generate resources is reported to be very limited.

**Table 6: Responses on level of awareness and participation of the community and other stakeholders**

No	Item	PTA N= 79		WEO N = 8		t	df	Sign
		N	%	N	%			
1	extent of level of awareness of the community about the importance of their participation					-1.427	95	.157
	a. very high	4	5.06	-	-			
	b. high	15	18.9	6	33.3			
	c. Medium	29	36.78	9	50			
	d. low	22	27.84	3	16.6			
	e. very low	9	11.39	-	-			
	Total	79	100	18	100			
mean		2.7975		3.1667				
2	Extent of the participation of the community					-3.94	95	.694
	a. very high	5	6.32	-	-			
	b. high	13	16.45	2	11.1			
	c. Medium	33	41.7	14	77.7			
	d. low	26	32.9	2	11.1			
	e. very low	2	2.53	-	-			
	Total	79	100	18	100			
mean		2.9114		3.0000				
3	extent of the participation of teachers in creating conducive environment					2.461*	95	.016
	a. very high	22	27.84	-	-			
	b. high	29	36.78	5	27.7			
	c. Medium	19	24	11	61.1			
	d. low	8	10.1	2	11.1			
	e. very low	1	1.26	-	-			
	Total	79	100	18	100			
mean		3.7848		3.1667				
4	extent of the support of local admin council and LETB in mobilizing the community					-1.182	95	.856
	a. very high	5	6.3	-	-			
	b. high	26	32.8	5	27.7			
	c. Medium	23	28.1	10	55.5			
	d. low	19	24.05	3	16.6			
	e. very low	6	7.69	-	-			
	Total	79	100	18	100			
mean		3.0633		3.1111				
5	current relationship with LETB					1.425	95	.159
	a. very high	9	11.39	-	-			
	b. high	28	35.4	4	22.2			
	c. Medium	29	36.7	11	61.1			
	d. low	11	13.9	3	16.6			
	e. very low	2	2.53	-	-			
	Total	79	100	18	100			
mean		3.3924		3.0556				

- Significant at  $\alpha < .05$

Concerning the level of awareness of the community about the value of their participation in support of school improvement (item 1 above), 18.9% (4) and 33.3% (6) of PTA and WEO respectively rated high. Besides, 36.78% (29) and 50% (9) PTA members and WEO respectively responded that it is medium. Conversely, 39.2% (31) and 16.6% (3) PTA and WEO stated it is below average.

The t- test result, which is 0.157, also reveals that there is no statistically significant difference between the responses of the PTA members and Woreda education officials on the issue raised above. Therefore, it can be concluded that the awareness of the community with regard to supporting schools is at a satisfactory level. This result is also supported by most members of PTA, LETB and LDA.

As to the extent of the participation of the community in supporting schools (item 2), 22.7% (18) and 11.1%(2) PTA members and WEO respectively responded that it is above average. 41.7% (33) and 77.7% (14) PTA and WEO replied that it is medium. On the other hand, 32.9% (26) and 11.1% (2) PTA and WEO rated low respectively and the remaining 2.53% of PTA members rated very low. Put clearly, 69.6% (51) PTA members and 88.8% (15) WEO have evaluated it as average and above. This fact is also strengthened by the mean values of the two groups of respondents that is 2.9114 for PTA and 3.00 for WEO which is an average position.

The interview with PTA, LETB and LDA members has also revealed that it 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 capability of the community, the society could have performed even better regardless of their economic status.

The t- test result of significance (0.694) confirms that there is no significant difference in the responses of the two groups of respondents. 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 of table 6); 27.84% (22) and 36.78% (29) PTA members replied very high and high respectively and 11.1% (2) WEO replied high. Moreover, 24% (19) PTA members and 61.1% (11) WEO replied medium. On the other hand, only 11.36% (9) PTA members and 11.1% (2) WEO replied below average.

The t- test result of significance with is 0.16 shows that there is statistically significant difference in the responses of the two groups of respondents. Nevertheless, the data reveals that 88.6% (70) PTA members and 88.8% (16) WEO have rated that the participation of teachers is average and above and this is clearly seen in the mean values of the two groups of respondents that is 3.7848 for PTA and 3.1667 for WEO which are above average. Thus, it can be taken as a promising endeavour to obtain the support of local community for the benefit of their schools. In connection with this, Hicks (1956: 387) states that teachers' willingness to work with the local people has the hope of generating much community enthusiasm for the school programs. Hence, schools with cooperating staff get the benefit of community support.

As can be seen from item 4 of table 6, 6.3% (5) and 32.8% (26) PTA members rated that the extent of the participation of local administrative council and LETB in mobilizing the community to participate in school affairs as very high and high respectively. 27.7% (5) WEO also rated it as high. Besides, 28.1% (23) PTA members and 55.5% (10) WEO expressed their judgment as medium. Contrary to this, 31.6% (25) PTA members and 16.6% (3) WEO rated that it is below average. In sum, the majority of the respondents that is 68.35% (54) PTA members and 83.3% (15) WEO explained that the participation of the LAC and LETB is average and above. Moreover, the mean values for both groups of respondents that is 3.0633 and 3.111 for PTA and WEO respectively show that their involvements average.

This has been affirmed by the interview made with PTA, LETB and LDA 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.

The t - test result of significance (0.856) which is by far greater than the critical confidence level (0.05) shows that there is no statistically significant difference in the responses given by the two groups of respondents.

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.

As regards to the current status of PTA's relationship with LETB, 11.39% (9) and 35.4% (28) PTA members expressed that it is very high and high respectively and 22.2% (4) WEO rated high. Moreover, 36.7% (29) and 61.1% (11) PTA and WEO respectively stated that it is medium. However, 16.4% (13) PTA members and 16.6% (3) WEO replied that it is below average.

This data signifies that, majority of the respondents that is 83.5% (66) PTA members and 83.3% (15) WEO asserted that the relationship between PTA and LETB is at a satisfactory level and even better. 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.

The t - test result also shows that the respondents have not shown significant difference in responding to the question discussed above. Thus, it could be generalized that there is good relationship between PTA and LETB in relation with mobilization of the community to participate in school affairs.

### **3.2.2 Forms of Participation, who participates and Choice of Participation**

In the following to tables (tables 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 were 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 7: Forms of Participation and who participates**

NO	Item	PTA N = 79		WEO N = 18	
		N	%	N	%
1	Which one of the following forms of participation are dominantly used?				
	a. money	4	5.06	-	
	b. in kind	17	21.5	5	27.7
	c. labour	58	73.4	13	72.2
	Total	79	100	18	100
2	Which groups of the community participate more actively and frequently?				
	a. Only parents	18	22.78	2	11.1
	b. the whole community	9	11.39	6	33.3
	c. the lower class	34	43.03	8	44.4
	d. the middle class	14	17.72	1	5.5
	e. the upper class	4	5.06	1	5.5
	Total	79	100	18	100

Concerning the dominant forms of participation in which the community extends its support to schools, 5.06% (4) PTA members opted for monetary contribution and 21.5% (17) PTA members and 27.7%(5) WEO indicated in-kind contribution as dominant. On the other hand, a considerable number of respondents from both groups that is 73.4% (58) PTA members and 72.2%(13) WEO have responded that labour contribution is the most dominant form of participation in the study area.

This fact has also been strongly supported by PTA, LETB and LDA 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 power 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 and the fact that money matters have become so sensitive due to various reasons such as lack of transparency and accountability.

As regards to the second item which is about which groups of the community participate more actively and frequently, 22.78% (18) and 11.1% (2) WEO indicated that only parents are participating actively and 11.39% (9) and 33.3% (3) PTA and WEO respectively responded that the whole community participates. On the other hand, the majority of PTA and WEO that is 43.03% (34) and 44.4% (8) respectively replied the lower class is actively and frequently participating in school affairs by rendering labour support. The remaining 17.7% (14) PTA and (1)5.5% WEO opted for middle class and 5.06% (4) PTA members and 5.5% (1) WEO replied the upper class.

Thus, from the above data it appears that it is the lower class who are 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 8: Choosing forms of participation and deciding the amount and time of participation**

NO	Item	PTA N = 79		WEO N = 18	
		N	%	N	%
1	Was the community allowed to choose forms of participation?				
	a. Yes	62	78.48	17	94.4
	b. No	17	21.5	1	5.5
	Total				
2	Who decides the amount and when to contribute?				
	a. The community	11	13.9	2	11.1
	b. PTA members	12	15.18	3	16.6
	c. Local administrative council	37	46.8	11	61.1
	d. woreda administrative council	19	24.05	2	11.1
	Total	79	100	18	100

As displayed in table 8 of item 1, 78.48% and 94.44% of PTA and WEO respectively responded positively while 21.5 of PTA and 5.5% of WEO respectively responded negatively. 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), the majority of the respondents 46.8% and 61.1% of PTA members and WEO respectively stated that the local administrative council makes the decision. Moreover, 24.05% and 11.1% of PTA and WEO respectively replied that the woreda administrative council makes the decision. On the other hand, only 13.9% and 11.1 of PTA and WEO members respectively replied that the community makes the decision.

From this data, it can be concluded that the 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 good will of the community in rendering adequate support to educational activities.

As regards 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 a 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 of benefits which are explained here under.

The most obvious benefits secured include construction of classrooms, 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 studied ranges from 50-60 in grades 1-4 and 60-65 in grades 5-8 which is by far better than the situation before 1995 E.C. where there were more than 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 school 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 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 school 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.

Donation of land for income generation purpose was also one of the contributions observed. The most striking accomplishment a principal of a school did is that he asked the local administrative council together with members of PTA to donate one hectare arable land for the school so that it would have dependable source of income to run the teaching - learning process effectively. The local administrative council, PTA and the local community decided to donate the land and

take all the responsibility of cultivating the land and collecting the product. Now the school has received the land and is awaiting for the benefit to be secured.

### 3.3.3 Capacity Building and Evaluation

The following three tables (tables 9, 10&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 9: Questions related to Training**

No	Item	PTA N= 79		WEO N = 8		t	df	Sign
		N	(%)	N	(%)			
1	Have PTA and LETB taken any training about their duties							
	a. Yes	38	48.1	18	100			
	b. No	41	51.89	-	-			
	Total	79	100	18	100			
	Mean	1.5190		1.0000				
2	To what extent has the training helped them?							
	a. very highly	-	-	-	-	1.429	54	.159
	b. highly	10	26.3	2	11.1			
	c. satisfactorily	26	68.4	14	77.7			
	d. Poor	2	5.2	2	11.1			
	e. No idea	-	-	-	-			
	total	38	100	18	100			
	mean	3.2105		3.000				

- Significant at  $\alpha < .05$

Regarding whether PTA and LETB members have taken training, workshop or orientation that would help them to execute their responsibilities (table 9 item 1), 48.1% (38) and 100% (18) PTA and WEO have responded positively while 41 (51.89%) of PTA members responded negatively. 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, LETB and LDA 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 principals role as a trainer so as to 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 they have taken training, 68.4% (26) PTA members and 77.7% (14) WEO responded that the training they have taken has helped them to execute their duties and responsibilities to a satisfactory level and 26.3% (10), 11.1% (2) PTA and WEO responded that it has helped them highly. The remaining PTA and WEO that is 5.2% and 11.1% of them respectively replied negatively.

The interviewees from PTA, LETB and LDA, however, pointed out that the training was so brief 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.

The t - test result affirms that there is no significant difference between the two groups of respondents in relation to the item discussed above.

**Table 10: Self Evaluation of PTA**

NO	Item	PTA N = 79	
		N	%
1	Do you conduct self evaluation about your performance in general and about mobilizing the community in participation?		
	a. Yes	31	39.24
	b. No	48	60.75
	Total	79	100
2	If yes, how often do you conduct evaluation?		
	a. Monthly	-	
	b. quarterly	3	9.67
	c. bi - annually	9	29.03
	d. annually	19	61.29
	Total	31	100

As displayed in the above table, 39.24 % (31) PTA members pointed out that they undertake self evaluation sessions to see how much they have been successful in achieving what they set out to achieve. Contrary to this, the majority of the respondents that is 60.75 % (48) of them disclosed they have never evaluated their performance at all. The document analysis conducted on the minute's of PTA and KETB in the majority of the sample schools has indicated that there was no any agenda that dealt with the issue of evaluation about their performance.

This implies 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 experiences, get

inspired for better accomplishment, refresh the understanding of their roles and responsibilities, identify important areas of operation, measure progress towards existing plan, goals and objectives and work more effectively as a team (NCNB, 2000: 1).

Item 2 of the above table depicts that out of the respondents who said that they are conducting self - evaluation about their performance, 9.6%(3) of them replied that they are conducting evaluation quarterly, 29.03 %(9) of them biannually and the majority of them, 61.29 % (19) have responded only once in a year.

From the above data, it is understood 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.

**Table 11: Evaluation of WEO to PTA and LETB**

NO	Item	PTA N = 79	
		N	%
1	Does your office follow up and evaluate the performance of PTA and LETB?		
	a. Yes	7	38.8
	b. No	11	61.1
	Total	18	100
2	If yes, how often do you conduct such evaluation?		
	a. Monthly	-	
	b. quarterly	2	28.5
	c. bi - annually	1	14.28
	d. annually	4	57.14
	Total	7	100

Item 1 of table 11 shows that 38.8% (7) of WEO respondents replied that they conduct evaluation regarding the performance of PTA and LETB while 61.1%(11) of them stated the opposite.

This indicates that little attention is paid 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 above table, 28.5% (2), 14.28% (1) and 57.14% (4) responded quarterly, bi-annually and annually respectively.

This reveals that even in those wordas 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 super visionary 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 infiltrated in to the PTA members and made them reluctant to evaluate themselves, as found out in the preceding section.

### **3.3.4 Extent of Participation of PTA in Key Management functions and the Impediments that hindered their participation**

In the following two tables (table 12 & 13), 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 analysed and discussed using mean values and t - test so as to see if there are differences in the responses given by the two groups of respondents.

**Table 12: The extent of participation of PTA in Key Management Functions**

No	Item	PTA N= 79		WEO N = 8		t	df	Sign
		N	%	N	%			
1	Extent of PTA members participation in planning					.680	95	.498
	a. very high	4	5.06	1	5.5			
	b. high	12	15.18	3	16.6			
	c. Medium	27	34.17	6	33.3			
	d. low	34	43.03	7	38.8			
	e. very low	2	2.53	1	5.5			
	Total	79	100	18	100			
mean	2.7722		2.6111					
2	extent of participation in decision making					3.547*	95	.001
	a. very high	31	39.2	2	11.1			
	b. high	29	36.7	7	38.8			
	c. Medium	19	24.05	5	27.7			
	d. low	-	-	4	22.2			
	e. very low	-	-	-	-			
	Total	79	100	18	100			
mean	4.1519		3.3889					
3	extent of participation approving school budget					2.368*	95	.020
	a. very high	44	55.6	5	27.7			
	b. high	27	34.17	10	55.5			
	c. Medium	8	10.1	2	11.1			
	d. low	-	-	1	5.5			
	e. very low	-	-	-	-			
	Total	79	100	18	100			
mean	4.4557		4.0000					
4	extent of participation in monitoring and evaluating					.617	95	.539
	a. very high	-	-	-	-			
	b. high	12	15.8	2	11.1			
	c. Medium	21	26.5	4	22.2			
	d. low	42	53.16	11	61.1			
	e. very low	4	5.06	1	5.5			
	Total	79	100	18	100			
mean	2.5190		2.3889					
5	extent of participation in evaluating the effects of community participation					-.3383	95	.703
	a. very high	-	-	-	-			
	b. high	6	7.59	3	16.6			
	c. Medium	20	25.3	4	22.2			
	d. low	48	60.7	9	50			
	e. very low	5	6.32	2	11.1			
	Total	79	100	18	100			
mean	2.3671		2.4444					
6	extent of participation in monitoring and evaluating utilization of resource					.057	95	.954
	a. very high	2	2.5	-	-			
	b. high	5	6.32	2	11.1			
	c. Medium	25	31.6	4	22.2			
	d. low	32	40.5	9	50			
	e. very low	15	18.9	3	16.6			
	Total	79	100	18	100			
mean	2.2911		2.2778					

Significant at  $\alpha < 0.05$

Item 1 of table 12 depicts that 5.06% (4) and 15.8% (12) PTA members responded very high and high respectively regarding the extent of their participation in the planning of school activities. Besides only 5.5% (1) and 16.6% (3) WEO responded very high and high respectively and 34.17% (27) and 33.3% (6) PTA and WEO respectively rated medium.

On the other hand, 43.03%(34) and 38.8% (7) and the remaining rated very low. On the whole 54.4% (43) PTA and 55.5% (10) WEO responded that the extent of participation in planning is average and above whereas, 36 (45.5%) PTA members and 44.4%(8) WEO rated below average. However, the mean values of the two groups of respondents are below average that is 2.7722 and 2.6111 for PTA and WEO respectively.

The t - test result (.498) points out that there is no significant difference in the responses of the two groups of respondents on the issue discussed above.

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 degree of participation of PTA in decision making (Item 2 of Table 12), it has been revealed that 39.2% (31) and 36.7% (29) PTA members responded very high and high respectively. Furthermore, 50% (9) and 27.7% (5) WEO responded above average and medium respectively. Whereas none of PTA members rated low and only 22.2% (4) WEO rated low.

The document analysis on PTA's minute have also exhibited that they have made quite a lot of decisions on various issues.

The t-test result, which is 0.01, shows that there is statistically significant difference in the responses of the two groups. This marked difference might have emanated from the difference in their perspective in understanding the concept of decision making.

Though, there appears to be difference in the responses of the two groups of respondents, 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 one way or the other 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 Shaeffer (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 about real and meaningful participation of the local community.

Item 3 of the same table depicts that 55.6% (44) and 34.17% (27) PTA members reported that PTA's participation in approving school budget and utilization of resources is very high and high respectively. This accounts for 89.8% which is significantly meaningful. Similarly, 83.3% (15) WEO have also expressed their agreement. Negative response was not exhibited with the exception of only one WEO. The mean values for PTA (4.4557) and WEO (4.000) also strengthen the result shown by percentage that is well above average.

The t-test result which is 0.020 is less than the critical 0.05, hence, there is statistically significant difference in between the two groups of respondents in their responses to the issue raised above. Nevertheless, it can be concluded that the participation of PTA members in approving school budget and utilization of resources is at a successful level as the over whelming majority of the two groups of respondents have asserted it. This finding or result is in line with what Shaeffer (1994: 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 in 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 either adopt, modify or reject the budget plan prepared by the principal, (MOE, 1994: 22)

As to the question of the extent of the participation of PTA in monitoring and evaluating school performance, item 4 in the above table shows that 15.18% (12) and 11.1% (2) PTA members and WEO respectively responded that it is high. 26.5% (21) and 22.2% (4) PTA and WEO rated that it is average. On the other hand, 58.2% (46) PTA and 66.6% (12) WEO responded that it is below average. Moreover the mean values for the two groups of respondents which are 2.5910 and 2.3889 for PTA and WEO respectively show that participation of PTA in monitoring and evaluating school performance is low or below average.

The t-test result of significance that is 0.539 also shows that there is no statistically significant difference in the responses of the two groups of respondents.

Hence, it can be inferred that the participation of PTA in monitoring and evaluating the over all school performance is at its infant 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 evaluation process and final out comes.

Koufman (1995) also adds that one of the responsibilities of school board or committee and PTA is to evaluate the performance of the school along with its plan. For without evaluation, it lacks the basis for decision making regarding future planning and development.

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.

With regard to the extent of PTA's participation in monitoring and evaluating the effects of community participation and their sustainability and impact (item 5), 7.59% (6) and 16.6% (3) PTA and WEO respectively responded high and 25.3% (20) and 22.2% (4) PTA and WEO respectively rated average. However, 60.7% (48) and 50% (9) PTA and WEO respectively rated low and the remaining rated very low. In sum 67% of PTA members and 61% of WEO replied that the participation of PTA regarding the issue stated above is below average. This fact is also asserted by the mean values for the two groups of respondents which are 2.3671 and 2.4444 for PTA and WEO respectively.

The t - test result (0.703) asserts that there is no significant difference in the responses of the two groups. 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.

As to the extent of the participation of PTA members in monitoring and evaluating the utilization of resources in line with the plan or objectives set (item 6), 15.18% (12) and 11.1% (2) PTA and WEO respectively responded high. 26.5% (21) and 22.22% (4) PTA and WEO respectively rated medium. On the other hand, 58.7% (46) and 66.7% (12) PTA and WEO responded that it is below average. Moreover, the mean values of PTA and WEO which are 2.2911 and 2.2778 respectively strengthen the aforementioned fact that is the extent of PTA's participation on the above issue is low or minimal.

The t-test result reveals that there is no significant difference in between the two groups of respondents as the obtained value which is 0.539 is greater than the critical value.

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 13: t-test on Extent of Factors Effect on Participation by PTA**

No	Item	PTA N= 79		WEO N = 18		t	df	Sign
		N	%	N	%			
1	Long distance from residence to school					-.381	95	.704
	a. highly agree	7	8.8	2	11.1			
	b. agree	15	18.9	2	11.1			
	c. undecided	8	10.1	2	11.1			
	d. disagree	33	41.7	12	66.6			
	e. highly disagree	16	20.2	-	-			
	Total	79	100	18	100			
mean	2.5443		2.6667					
2	lack of skill and knowledge					.300	95	.765
	a. highly agree	24	30.3	4	22.2			
	b. agree	32	40.5	11	61.1			
	c. undecided	6	7.59	1	5.5			
	d. disagree	17	21.5	3	16.6			
	e. highly disagree	-	-	-	-			
	Total	79	100	18	100			
mean	3.8101		3.7222					
3	Lack of time and poor economic background					-.057	95	.954
	a. highly agree	33	41.7	6	33.3			
	b. agree	29	36.7	11	61.1			
	c. undecided	4	5	-	-			
	d. disagree	12	15.18	1	5.5			
	e. highly disagree	1	1.26	-	-			
	Total	79	100	18	100			
mean	4.1519		4.1667					
4	low level of awareness about the value of education					-2.283*	95	.025
	a. highly agree	6	7.59	2	11.1			
	b. agree	27	34.17	12	66.6			
	c. undecided	9	11.39	-	-			
	d. disagree	34	43	4	22.2			
	e. highly disagree	2	2.53	-	-			
	Total	79	100	18	100			
mean	3.0253		3.6667					
5	Lack of initiation and encouragement on the part of principals and teachers					.395	95	.694
	a. highly agree	6	7.59	2	11.1			
	b. agree	18	22.7	2	11.1			
	c. undecided	11	13.9	1	5.5			
	d. disagree	44	55.6	13	72.2			
	e. highly disagree	-	-	-	-			
	Total	97	100	18	100			
mean	2.6076		2.5000					
6	The feeling that let the principal do it					-.623	95	.535
	a. highly agree	15	18.9	4	22.2			
	b. agree	34	43	9	50			
	c. undecided	6	7.59	-	-			
	d. disagree	21	26.5	5	27.7			
	e. highly disagree	3	3.7	-	-			
	Total	79	100	18	100			
Mean	3.4810		3.6667					
7	Reluctance and lack of commitment of PTA members					-1.151	95	.253
	a. highly agree	12	15.18	5	27.7			
	b. agree	25	31.6	8	44.4			
	c. undecided	32	40.5	1	5.5			
	d. disagree	10	12.6	4	22.2			
	e. highly disagree	-	-	-	-			
	Total	79	100	18	100			
mean	3.4937		3.7778					

Significant at  $\alpha < 0.05$

As depicted in table 13, item 1, 27.8% (22) of PTA members have expressed their agreement with regard to the effect of long distance from home to school on the participation of PTA members in school affairs. On the other hand, quite a significant number of PTA members and WEO that is 62.02% (49) and 66.6% (12) 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 2.5443 and 2.667 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, LETB and LDA has revealed the same response as the catchment area schools serve is relatively narrowed these days.

The t- test result of significance which is 0.704 shows that there is no statistically significant difference in between the two groups of respondents as the result obtained is greater than 0.05.

This confirms the fact that long distance from home to school is not a hindrance for PTA members to participate in school affairs.

Regarding item 2 of the above table, it has been revealed that 70.8% (56) PTA members and 83.3% (15) 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. Whereas, 21.5% (17) PTA and 16.6% (3) WEO replied negatively. The mean values for PTA and WEO which are 3.8101 and 3.7222 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 and LDA have also affirmed the above case.

The t- test result, which is 0.765, asserts that there is no significant difference between the position of the two groups of respondents. Thus, it can be safely concluded that lack of skill and adequate knowledge hampers PTA members from involving actively in support of school improvement.

In 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 78.4% (62) PTA members and 94.4%(17) 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 4.1519 and 4.1667 which indicate that they are well above the average mean value. This view has also been strongly supported by LETB and LDA 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 results in poor participation or tend to give less emphasis to the education sector.

The t-test result of significance (0.954) which is by far greater than 0.05 critical level of significance also strongly asserts that there is no significant difference between the response of PTA and WEO. Therefore, lack of time and poor economic status of PTA members is a serious impediment that reduces the participation of PTA members to execute their duties and responsibilities satisfactorily.

As can be seen from table 13 item 4, 41.7% (33), 77.7% (14) 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. Nevertheless, 45.5%(36) PTA members and 22.2%(4) WEO stated the otherwise while 12.6% (10) of PTA members didn't express their view. Furthermore, the mean values for PTA and WEO which are 3.0253 and 3.6667 respectively attest 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 PTA, KETB and LDA 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 underscored that campaigning to raise the awareness of the society in an organized and continuous manner will be of paramount importance for better school

community relationship and thereby obtain greater confidence of the community and their active participation.

Nevertheless, the t- test result of significance which is 0.025 shows that there is statistically significant difference between PTA and WEO respondents. This could be because of the fact that there is a difference in closeness or proximity to the community.

Item 5 of table 13 shows that 30.3% (24) PTA members and 22.2% (4) WEO expressed that there is lack of initiation and encouragement on the part of principals and teachers so as to secure active participation of PTA. On the contrary, 55.6% (44) and 72.2% (13) of PTA and WEO respectively pointed out that the principals and teachers are initiating and encouraging PTA members to participate actively which is similar to the response gained from the interview with KETB and LDA except for the idea (comment) that the involvement of teachers is mainly targeted on enrolling and returning dropout students.

The result of the t - test (.694) reveals that there is no significant difference between the two groups of respondents.

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 13, the majority of the respondents that is 62.02% (49) and 72.2% (13) of PTA member 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. Whereas, 30.2% (24) and 27.7% (5) of PTA and WEO respectively believed the contrary. The mean values for PTA (3.4810) and WEO (3.6667) 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 KETB and LDA members also affirms the idea that managing schools should be left to the principal as he/she is professional and is paid for it.

The t- test result also asserts that there is no statistically significant difference in between the responses of the two groups of the respondents as the obtained significance level (0.535) which

is greater than the critical 0.05. Consequently, it can be inferred that the feeling that let the principal do it prevails in PTA members and have influenced their participation negatively.

Item 7 of table 13 shows that 46.8%(37) and 72.2%(13) of PTA members and WEO respectively revealed that reluctance and lack of commitment of PTA members is a problem that stifles PTA's participation while 40.5% (32) PTA members were indifferent and 12.6% (10) PTA members and 22.2% (4) WEO expressed their disagreement on the issue. The mean values which are 3.4937 and 3.7778 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 and LDA has disclosed that there is reluctance and lack of commitment of PTA members which emanates from such factors as lack of support from KETB and follow 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.

Moreover, the t- test result of significance which is 0.253 justifies that there is no statistically significant difference in the opinions of the two groups of respondents. Hence, it can be inferred that lack of commitment of PTA members is viewed as a problem that hinders active participation.

### **Constraints faced and measures to be taken**

The following qualitative analyses and discussion is based on the open ended questions regarding the constraints the respondents observed/ faced during their involvement in 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 extend 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 identification, prioritizing the problems to be tackled and discuss 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 decisions on ways of implementation and monitoring and evaluating the process and assess the outcome.

This, by and large, creates a ground for maintaining accountability and sustainability of the process in the future by developing the capacity and confidence or sense of 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 participates 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 is that there is overlapping or recurrence of requests for the 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 strengths 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 rourers 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 endeavours to address development issues in general and educational programmes 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 the 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 rationale for supporting schools, the benefits to be gained and their long term impacts on the over 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 also underscored the importance of capacity building of PTA and LETB members through continuous shorter training or orientation that is geared towards helping them know their duties and responsibilities in governing schools and their role in initiating and mobilize up the community to support the educational programs.

## CHAPTER- 4

### 4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 4.1 Summary

The main purpose of this study was to assess the extent of the participation of the local community in supporting primary education in South 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 to 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 labor, material, finance and management aspect of primary schools.
2. To assess the view of stakeholders-local community, teachers, PTA, Education and Training Board 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 constraints for active participation of the community,
5. To scan workable strategies that enhance community participation in support of primary education.
6. To explore best practices learned from the exercise.

To achieve the stated purpose and objectives the study was guided by the following basic questions and attempted to answer them.

1. What are the reasons for community participation in primary education?
2. What mechanisms are in place to involve the community in support of educational programs?
3. To what extent does the community participate in school affairs?
4. What are the potential constraints in securing community support for schools?

The study was carried out in twenty schools found in six woredas of south zone namely Alaje, Raya Azebo, Endamehoni, Ofla, Maichew and Korem which were selected randomly.

The study focused on three groups of respondents where questionnaire was used to collect information/ data from PTA members and WEO. The third group that is LETB and LDA was approached using interview.

Out of the 98 questionnaires distributed to the two groups of respondents, 97 (98.9 %) were filled and returned and all of the intended interviewees have participated in supplying the necessary information.

Finally, the data obtained were analysed using percentage and t-test for closed ended items and qualitative analysis for open ended questions.

Thus, the major findings of the study are stated here under:

### **Level of Awareness, extent of Participation and Mobilization**

1. As asserted by the majority of the respondents (66.25%), the extent of the awareness of PTA members about the importance of supporting educational programs was found out to be above average that is high and 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. The majority of the respondents that is around 81% PTA members and 83.3% WEO pointed out that teachers have positive attitude towards the involvement of the community in school affairs.
4. The majority of the respondents (72.2%) have attested 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. As the mean values of the two groups of respondents that is 2.9114 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.

6. The participation of teachers in creating conducive condition for the community to participate in educational programs was found to be encouraging and promising. This has been rated by 88.6% and 88.8% of PTA and WEO respondents as average and above.
7. The participation of Local administrative council and local education and training board was found to be to a satisfactory level.
8. The relationship of PTA with LETB was found to be positive that is there is good relationship between them.

### **Form of participation and who participates**

9. As asserted by the majority of the respondents, that is by 73.4% of PTA members and 72.2% of WEO, the most dominant form of participation through which the society participates is labour contribution followed by in kind contribution which was rated by 21.5% of PTA members and 27.7% of WEO while monetary contribution was found to be very minimal.
10. It was found out that the lower class was extending its support more actively and frequently than other groups of the society. This was reported by 43.03 % of PTA members and 44.4% of WEO.
11. 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 LAC and WAC.

### **Capacity Building and Evaluation**

12. The majority of PTA members (51.89%) of the sample schools were not given any sort of training /workshop/ orientation that would help them to execute their responsibilities effectively.
13. PTA members in the majority of the schools understudy (60.75%) do not conduct self evaluation on their performance and most of those who stated that they evaluate their work conduct the evaluation only once a year which is unsatisfactory.
14. The majority of WEO (61.1%) 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**

15. The participation of PTA members in planning was found to be below average as the mean values of PTA & WEO are 2.7722 & 2.6111 respectively whereas the participation of PAT members in decision making was found to be above average as the mean values of the two groups of respondents are 4.1519 and 3.3889 for PTA and WEO respectively.
16. The majority of the respondents that is 89.8 percent of PTA members and 83.3 percent 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.
17. 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 objectives set was low.
18. Lack of skill and low level of understanding about their duties and responsibilities, lack of time and poor economic status, the feeling that let the principal do it and reluctance and lack of commitment of PTA members were found to be factors that hindered PTA's participation.

## **4.2 Conclusion**

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

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 impact on the learning of their children and the society at large. This implies that the endeavours to involve the community in support of schooling has not been laid on mutual understanding as to why their involvement is needed.

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 off or 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.

As indicated by the majority of the respondents, the key participants in support of educational affairs are the lower class 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.

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 aspects. 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.

In addition, proper record keeping of the amount of contribution rendered by the community does not exist in either 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 development of sense of hopelessness or negligence on the community which would have a repercussion effect for future undertakings of popular participation. Besides, such lack of proper documentation disguises 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.

### **4.3 Recommendations**

**Awareness raising and consultation:-** As found out from the study the community has the perception that they are being imposed to participate and/or consider their participation as an obstacle to their personal business. Besides, the most dominant way of extending support to schools is labour contribution and the key participants are parents and the lower class. 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 would in its turn help to secure the assistance of the community sustainably.

**Capacity building:-** it is strongly advisable that members of PTA and LETB should get adequate training that enables them to shoulder their duties and responsibilities effectively. Thus, the WEO and principals should continuously 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. Besides, providing orientation or training for newly elected members of PTA and LETB should be undertaken as they assume position. In this regard the role of principals has to stand out clearly for they are at the forefront in running schools and accountable for whatever happens to the school.

**Planning:-** Community participation is a 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.

Besides, as pointed out by the respondents, the society is being requested to participate in various development initiatives at a time or in a way that doesn't give room for their personal business. Therefore, it is recommendable that the authorities in Woreda Administrative council and local administrative council as well as heads of various sectors at woreda level should design and plan activities that call for community participation in an organized and coordinated manner so as to avoid overlapping and thereby minimize the burden of the community and prevent fatigue. As one of the important guidelines for community participation advises, it is wise to aim at releasing the energy with in the community without exploiting or exhausting them.

**Conducting Periodic assessment and evaluation:** The woreda education office should establish mechanisms by which it could follow up and evaluate the performance of PTA and LETB of

schools by making it part of its super 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.

**Feedback:-** Community members have to receive feedback about their involvement and be acknowledged for the efforts they made to help schooling so that they can realize and get lessons that they can make a difference if they cooperated. This, in turn, encourages the community and renews their motivation for further cooperation.

**Motivation:-** 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 at school level and during annual educational conference at woreda and /or zonal level as educational heroes.

In order to involve the community to extend its assistance to alleviate the problems schools face in an effective and sustainable manner, people who serve as representatives of educational affairs should be set up at village levels. This helps to promote discussions, consultations, and make decisions through consensus on how the community is to get involved. This in turn would enhance healthy school--community relationship and develop sense of ownership of the community. Apart from this, it will also help to ease the burden of PTA and LETB and will create good channel of communication between schools and the community and consequently exchange of information becomes facilitated for information is power.

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*Addis Ababa University*  
*School of Graduate Studies*  
*Faculty of Education*  
*Department of Educational Planning and Management*

**Dear respondent;**

The purpose of this questionnaire is to collect data for 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.

Thank you in advance for your cooperation!

**General Direction**

1. don't write your name
2. please follow the instructions

**1. General Information**

1.1. Woreda \_\_\_\_\_ 1.2 Kebele \_\_\_\_\_ 1.3 Name of school \_\_\_\_\_

**2. Socio - demographic characteristics**

2.1. Age

- |                       |               |          |                 |
|-----------------------|---------------|----------|-----------------|
| a. 19 years and below | b. 20-29years |          |                 |
| c. 30-39 years        | d. 40-49      | e. 50-59 | f. 60 and above |

2.2. Sex

- |         |           |
|---------|-----------|
| a. Male | b. Female |
|---------|-----------|

2.3. marital status

- |            |              |             |            |
|------------|--------------|-------------|------------|
| a. Married | b. unmarried | c. divorced | d. widowed |
|------------|--------------|-------------|------------|

2.4. Occupation \_\_\_\_\_

2.5. Level of education \_\_\_\_\_

## Part I: Questionnaire for PTA Members

1. What extent do you believe that the involvement of the local community is important for the betterment of primary education?  
a. very high      b. high      c. medium      d. low      e. no idea
2. Why do you think the need for community participation in schooling is necessary?
3. What do community members feel about their involvement/ participation?  
a. as an imposition      b. as their own responsibility  
c. as an obstacle to their personal business      d. any other \_\_\_\_\_
4. How do the teachers in your school view the involvement of the community in support of schools?  
a. as a waste of time and cumbersome  
b. as additional cost on the school  
c. as source of resources for the betterment of schooling  
d. any other \_\_\_\_\_
5. To what extent do you feel the level of awareness of the community and/or parents about the importance of their participating in supporting schools is?  
a. very high      b. high      c. medium      d. low      e. very low
6. To what extent was the participation of the community?  
a. very high      b. high      c. medium      d. low      e. very low
7. 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

8. 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
9. What is the current status of your relationship with local education and training board / Local development committees of your respective locality?
- a. Excellent      b. very good      c. good      d. not so good      e. no relationship
10. What are the forms of participation in terms of resource generation? (more than one answer can be given)
- A. money      b. in kind contribution      c. labour contribution      d. all
11. In which one of the above forms of participation does the community mostly involve or participate?
12. 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      d. the middle class      e. the upper class
13. Was the community given the opportunity of choosing to contribute in a way they feel is preferable /suitable for them?
- Yes       No
14. In an attempt to secure the participation of the community in rendering resource support for schools, who decides what one should contribute?
- a. The beneficiaries/ the local community
- b. The PTA members of the school
- c. The local administrative council /Local development agents
- d. The woreda administrative council /Woreda Education and training Board

15. What has your school so far benefited from the participation of the local community?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

16. Have the PTA's in your school ever taken any training/ workshop /orientation that would enable them to execute their duties and responsibilities properly?

Yes

No

17. If yes, for how long was the training given? \_\_\_\_\_

by whom was the training given? \_\_\_\_\_

18. To what extent do you believe that the training has helped you to execute your duties?

- a. very highly      b. highly      c. satisfactorily      d. low

19. As a committee who shoulders the responsibility of governing schools evaluate your periodically, especially your endeavours in mobilizing the community?

Yes

No

20. If yes how often do you conduct evaluation?

- a. Monthly      b. quarterly      c. bi - annually      d. annually

21. What are the problems you encountered in participating the community? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

22. 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? \_\_\_\_\_

\_\_\_\_\_

2. Questions pertaining to major factors that prevent PTA from participating actively in school management

2.1 The lists in the following table are factors that hinder the participation of PTA in school management. Taking your school in to consideration, indicate your opinion by putting (✓) mark corresponding to each factor.

No	factors that hinder participation of PTA in school management	Strongly agree	agree	undecided	disagree	Strongly disagree
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 a bout 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					

2.2 Please list down any other obstacles that one way or the other prevent PTA members from participating in management of schools \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Questions related to Community Participation in school management

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

**Direction:- select and put (✓) mark.**

	Key management functions	Level of participation					
		Very high	high	medium	low	very low	no participation
	<b>3.1 Planning</b>						
3.1.1	The extent of the participation of PTA in the planning of school activities						
	<b>3.2 Decision making</b>						
3.2.1	The extent of PTA' s participation in decision making in educational activities as per the power vested on it						
3.2.2	The extent of PTA's involvement in approving school budget and determining how the resources are to be spent.						
	<b>3.3 Monitoring and evaluation</b>						
3.3.1	The participation of PTA in monitoring and evaluating school performance						
3.3.2	The participation of PTA in monitoring and evaluating the effects of community participation and their sustainability and impact						
3.3.3	The extent of the participation of PTA in monitoring and evaluating the utilization of resources in line with the plan or objectives set						

## Part II. Questionnaire for Woreda Education Officials

1. Do principals in your woreda involve in initiating the community parents and teachers to participate in school affairs?

Yes

No

2. If your answer is 'yes' to what extent do you think is the initiative involvement of the principals in creating conducive atmosphere for the community parents and teachers to participate in supporting schools?

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

3. To what extent is the level of awareness of the community/ parents about the importance of their participation in supporting schools?

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

4. How do the communities in your woreda feel about their involvement in school activities?

a. as an imposition      b. as their own responsibility  
c. as an obstacle to their personal business      d. any other \_\_\_\_\_

5. 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

6. To what extent was the participation of the community?

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

7. What are the forms of participation in terms of resource generation? (more than one answer can be given)

A. money      b. in kind contribution      c. labour contribution      d. all

8. In which one of the above forms of participation does the community mostly involve or participate?

9. 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      d. the middle class      e. the upper class

10. Was the community given the opportunity of choosing to contribute in a way they feel is preferable /suitable for them?

Yes       No

11. In an attempt to secure the participation of the community in rendering resource support for schools, who decides what one should contribute?

- a. The beneficiaries/ the local community  
b. The PTA members of the school  
c. The local administrative council /Local development agents  
d. The woreda administrative council /Local development agents

12. What has the schools in your woreda so far benefited from the participation of the local community?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

13. 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

14. What is the current status of your relationship with local education and training board  
a. Excellent      b. very good      c. good      d. not so good      e. no relationship

15. Have the PTA's in your woreda ever taken any training/ workshop /orientation that would enable them to execute their duties and responsibilities properly?

Yes

No

16. If yes, for how long was the training given? \_\_\_\_\_

by whom was the training given? \_\_\_\_\_

17. To what extent do you believe that the training has helped them to execute their duties?

a. very highly      b. highly      c. satisfactorily      d. low

18. Does your office follow up and evaluate the performance of PTA and LETB?

Yes

No

19. If yes, how often do you conduct the follow up and evaluation?

a. Monthly      b. quarterly      c. bi - annually      d. annually

20. What are the problems you encountered in attaining the participation of the community? \_\_\_\_\_  
\_\_\_\_\_

21. What do you think should be done in order to attain greater participation of the community in supporting schools and make the practice more effective meaningful and sustainable? \_\_\_\_\_  
\_\_\_\_\_

## 2. Major Factors that Prevent PTA from Participating Actively in School Management

2.1 The lists in the following table are factors that hinder the participation of PTA in school management. Taking the schools in your woreda in to consideration, indicate your opinion by putting (✓) mark corresponding to each factor.

No	factors that hinder participation of PTA in school management	Strongly agree	agree	undecided	disagree	Strongly disagree
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 a bout 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.					

2.2 Please list down any other obstacles that one way or the other prevent PTA members from participating in management of schools \_\_\_\_\_

\_\_\_\_\_

### 3. Community Participation in school management

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

**Direction:- select and put (✓) mark.**

	Key management functions	Level of participation					
		Very high	high	medium	low	very low	no participation
	<b>3.1 Planning</b>						
3.1.1	The extent of the participation of PTA in the planning of school activities						
	<b>3.2 Decision making</b>						
3.2.1	The extent of PTA' s participation in decision making in educational activities as per the power vested on it						
3.2.2	The extent of PTA's involvement in approving school budget and determining how the resources are to be spent.						
	<b>3.3 Monitoring and evaluation</b>						
3.3.1	The participation of PTA in monitoring and evaluating school performance						
3.3.2	The participation of PTA in monitoring and evaluating the effects of community participation and their sustainability and impact						
3.3.3	The extent of the participation of PTA in monitoring and evaluating the utilization of resources in line with the plan or objectives set						

**Part III. Interview questions for PTA, LETB and local development agents  
(LDA)**

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 endeavours?
5. Have you ever taken orientation /work shop/ training so that you can carry out your duties properly?
6. If your answer for question No 6 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, 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 administration council or your committee?

12. How do you evaluate the interest/initiative of the community to support schools?

- a. V. high      b. high      c. average      d. low      e. very low

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? \_\_\_\_\_

\_\_\_\_\_

## DECLARATION

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

Name Kalayou Tesfaye

Signature:  \_\_\_\_\_

Date of Submission: July 20, 2007

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

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