

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

COMMUNITY PARTICIPATION IN THE IMPLEMENTATION  
OF PRIMARY SCHOOL CURRICULUM: THE CASE OF  
MEGABIT 18 ELEMENTARY SCHOOL IN TIGRAY REGION

BY

AMARE KIDANU



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**A THESIS**

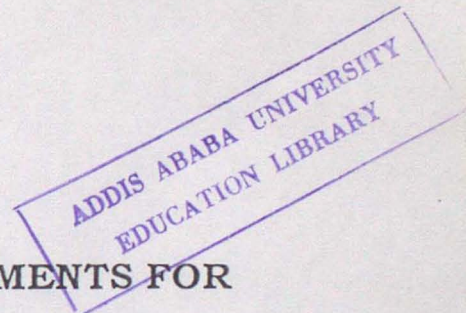
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AMARE KIDANU KIDANEKAL**

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**ADDIS ABABA**



**Addis Ababa University**  
**School of Graduate Studies**

**Community Participation in the Implementation of  
Primary School Curriculum: The Case of Megabit 18  
Elementary School in Tigray Region**

**By**

**Amare Kidanu Kidanekal**

**Approved by board of examiners**

Abdulaziz Hussen  
Chairman, Department of  
Graduate committee

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Messenger Assefa  
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Akalemold Tsutsu  
Examiner, Internal

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Desalegn Dupsa  
Examiner, External

[Signature]  
Signature

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## Acronyms and Abbreviations

- TGE – Transitional Government of Ethiopia  
MoE- Ministry of Education  
ETP- Education and Training Policy  
ESDP III – Education Sector Development Program III  
PTA – Parent Teacher Association  
KETB – Kebele Education and Training Board  
WETB – Woreda Education and Training Board  
SIC- School Improvement Committee  
AED – Academic for Education Development  
BESO – Basic Education Strategic Objectives



## **Abstract**

The purpose of this study was to investigate the community participation in primary school curriculum implementation by examining the school's initiatives and commitments, the level of community participation in school management and fulfilling infrastructure; In addition to these, it was aimed at identifying factors that influence community participation, and to come out with solutions. The method used in this study was a mixed method approach and data were collected through questionnaires, interviews and document sources. Data through questionnaires were collected from teachers and students, and the interview data were collected from the principals, PTA members and parents in the school, that is Megabit 18 Elementary School.

The findings indicated that community participation in primary school curriculum implementation in Megabit 18 Elementary school is bounded by money contribution for building construction and PTA members participation in monitoring financial resources distribution effectively. But the participation of parents in school-parent relations, parent-teacher cooperation, and parents involvement in the children's education in School is unsatisfactory. Parents support their children in education privately at home. The low parent involvement in primary school curriculum implementation was found to be due to lack of adequate training from the side of principals, lack of training and awareness of the teachers and parents.

To enhance community participation in primary school curriculum implementation, the school has to take part the new education reform program, that is community participation in school improvement program and general educational leadership, management and organization improvement program.

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Background of the Study

From primitive cultures, the family was the most important social setting for educating the children in the skills of survival rules and regulations of the society in which they live and the value by which their society functions, Frost, (1966), in Barbour and Barbour (1997).

Furthermore, Aggrawal (1996), stated that the role of the home in the past was a center of moral and religious education, provision of vocation guidance and provision of social training.

In the modern times too, the role of the family and community in educating the child is accepted as vital. It is stated that family is the child's entire environment. It is the family which is still of the fundamental agencies of education. Further more, the 1948 Universal Declaration of Human Rights, article 26, subarticle 3 also noted that parents are responsible for what type of education should their children learn (Ministry of Justice; 2004: 7).

Therefore, it is global issue that the community in general and the parents in particular should play their role in educating the child.

Community participation in the schools indicates activities which are concerned with the determination of school policies and programs (Bloomberg, 1971). It requires equality between the full-time school staff and local residents (both parents and non-parents) and the development of more central roles, functions and effective communication between school and community.

The early history of the public school reveals the existence of a number of conditions which promoted limited rather than widespread community participation as distinguished from public interest in the operation of the schools, Cremin (1951), in Bloomberg (1971). In the late eighteenth century, there was little tendency to promote a town-meeting approach to the affairs of



school with respect to matters of personnel, curriculum and instruction. In the early 19<sup>th</sup> century, more control was vested in district school committees. In the 1940's through the 1960s, the tax payers were organized to have power and organizations such as Parent Teacher Associations (PTA), religious organizations and certain professionals, have been able to exert influence for community participation in school affairs (Bloomberg, 1971: 338-339).

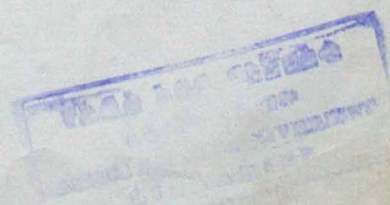
By the late 1960s certain cities in the United States of America (Boston, New Orleans) had active planning groups, developing various kinds of decentralization participation programs that participate the minority group citizens. In addition to these certain parochial schools, school supported and controlled by a church, transformed into public schools and parents involvement projects have been programmed.

During the 1970's the issue of community participation become increasingly politicized and research findings ascertained that community participation in schools makes education problem-solving, representatives of the community can mediate between the professionals and the community and improve the student's achievements. (P. 340).

Therefore, community participation is accompanied with the decentralization of responsibilities and executive powers. There has to be delegation of decision-making responsibilities and power to the school level. Thus decentralization and community participation are complementary and inseparable.

During the Imperial period, the level of participation of the local community was in meeting education expenditure for buildings and equipments of the primary schools.

During the Derge period, it was declared that the power of controlling the school to be under the school parents' committee. Proclamations issued and directives given to form school parents' committee to involve the community in school programs by proclamation No. 103 of 1976. The responsibilities and



power of the school parent's committee and that of director of the school was specified by order No. 260/1984.

After the downfall of the Derg regime, the Transitional Government of Ethiopia (TGE), issued a new Education and Training Policy (ETP) and Education Sector Strategy in 1994. In the policy, it is stated that "the educational management will be democratic leadership by boards or committee consisting members from the community." (TGE 1994: 30). Based on the policy and strategy the Ministry of Education (MOE) also developed a guideline for organization of education management, community participation and educational finance, (MOE, 2002). Thus, this study will focus on the involvement of the community in general and parents in particular in the implementation of primary school curriculum.

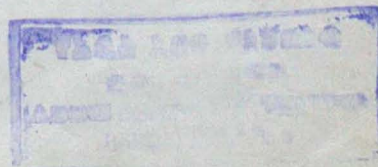
In Ethiopia there was no community participation in decision-making concerning the education programs until 1976. Because the administration was monitory and the educational administration system was over centralized in ministerial level (Tekeste, 1990).

Because the work of education can only achieve its goals if it is performed collaboratively with the society, it needs the cooperative endeavor of the school, the staff, the parents and the community.

### **1.1 Statement of the Problem**

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

Based on the ETP and Education Sector Strategy (TGE, 1994) the MOE designed guideline for the implementation strategy, that is education organization management, community participation and finance. In the



guideline, the way the community participates in the management of the school, supervision of the children academic performance, and monitoring the discipline of students and staff is specified. (MOE, February 2002, August 2002).

- ④ Furthermore, the MOE, in its five year plan (ESDP III), described that the community would contribute money, labor and local materials, and through its representatives, the PTAs, it is expected to be involved in the day to day management of schools. And one of the programs of the ESDP III is to implement "School Improvement program." According to the ESDP III, the major focus areas of school improvement program are: school leadership and management, parent and community partnership, student-centered learning, professional development and collaboration, and quality instructional programs, (MOE 2005). To improve the quality of education and the student's achievement, the community participation is a vital component during curriculum implementation.

Therefore, it is necessary to investigate the extent <sup>to</sup> which parents and the community played their role in the implementation of primary school curriculum. It is attempted in this study to assess the community participation in primary school curriculum implementation at Aksum town, the case of Megabit 18 elementary school in teaching learning process, school management in addition to fulfilling infrastructures. Thus, the objectives of this study include.

1. To assess the school's initiatives and activities in participating the community in the primary school curriculum Implementation:
  - 1.1 Parent Teacher Association's (PTA's) leadership role, level of decision.
  - 1.2 Cooperating the community to support the school in the provision of educational expenditure
  - 1.3 Parent's involvement in the teaching - learning process.

2. To investigate community participation in school management and in fulfilling infrastructure and parents involvement in their children's education in school and at home.
3. To examine the commitment and awareness of teachers to participate parents supervise their children in school.
4. To identify factors that influence community participation in primary school curriculum implementation.

To achieve these objectives, the following basic questions are identified to be answered by the study.

1. How are the school's efforts in participating the community in general and parents in particular in primary school curriculum implementation in Megabit 18 primary school?
2. To what extent does community participation practiced in the curriculum implementation in megabit 18 primary school?
3. Do the teachers and principals in the school have commitment and awareness to participate the community in the curriculum implementation?
4. What factors influence community participation in primary school curriculum implementation?

### **1.3 Significance of the Study**

The researcher's opinion is that the study will have the following significance. It may help to:

1. Provide information on the community in the implementation of primary school curriculum to the wereda.
2. Identify and suggest the direction of community participation in the implementation of primary school curriculum.

3. It may also serve as a starting point for research to be conducted on community participation in the implementation of primary school's curriculum.

#### **1.4 Delimitation of the Study**

The scope of this study is delimited to the community participation in the implementation of primary school curriculum (school management, provision of educational expenditures, supervision to their children on the academic achievement), the case of megabit 18 elementary school. The conclusion is then based on the community and parent participation in the implementation of primary school curriculum.

#### **1.5 Definition of Key Terms**

In this study

Community = refers to the people who have children in the school

Community participation=active involvement of the community in school activities in different forms.

Implementation = refers to the actual use of the planned curriculum into practice

Primary school = in this context primary school is Grade 1-8

Primary school curriculum = refers to the curriculum designed for grade 1-8

Partnership= refers to a relationship in which two or more people or organizations work together as partners. In this study partnership indicates the collaborative effort between the school and the community members.

Involvement= refers to parent participation level in children's learning as supporting and active participation in school work.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

In this chapter it is attempted to review related literature with due focus on the basic questions raised and the objectives of the study. Among the points raised are the concept of community participation in the implementation of primary school curriculum, the role of the community in the implementation, the strategies that the school can follow to participate the community and impediments to community participation in the implementation of primary school curriculum.

#### **2.1 The Concept of Community Participation in the Implementation of Primary School Curriculum**

##### **2.1.1 Community Participation**

Community participation in the schools indicate activities of the community other than the full time staff in the school management, planning and evaluation process. It refers to the determination of school policies and programs of non-school people in collaboration with the school administrators. Community participation in the education system is the partnership of home, school and community members to support a child's education process. Regarding this Olsen, (1954:427), stated that community participation is the constructive involvement of people other than adults involved as students and part time employees, in school policy program planning and evaluation.

It is the positive relationships between the full time school staff and local residents to improve the students' achievement. The community participates in the school program, through curriculum planning, financial support, voluntary labor and as tutors. In order to participate the community, the school has to build two way flow of communications in which residents both initiate and receive significant messages concerning school polices and practices.

The community may participate in education program through its representative committee, such as Parent-Teachers Association (PTA), kebele Education and Training Board (KETB), woreda Education and Training Board (WETB), school improvement committee, school board committee or school committee. The committees or associations may play a role in leadership and management and as a mediator of the school and community. The community members can also participate directly in the school program decisions and evaluations during the parent teacher conferences. The community members may also participate through voluntary labor, financial support, as tutors, and in field trips or as partnership of the school and teachers. Halyday in Bagin (2001) defines school community relation as a systematic function on all levels of a school system, established as a program to improve and maintain optimal levels of student achievements to build public support. Therefore the target of community participation in a school system is to foster student achievement.

Thus community participation is the coalition of the school and the community members in improving the quality of education. It is working together with the community for the improvements of the educational program.

### **2.1.2 Rationale for Community Participation in Curriculum Implementation**

Community participation in the education system is accomplished with the decentralized education management. Decentralization of the education management and community participation are inseparable entities. Regarding the necessity of the community participation in the school program, Dodd (2002:4-6) stated that "Parents are both teachers of their children and mediators of the school. They have the right and obligation to make sure that children are well served by the schools they attend".

Ayalew, (1991), also noted that the school has much closer and intimate relation to more frequent interaction with the community. The parents have greater concern with the ways the school is training their children. Therefore

the community participation in the school program is indispensable. The strong community involvement brings important benefits; that is additional resources, political support, opportunities for innovation and professional development and increase student achievement. Emphasizing this Bagin (2001:12), noted that community involvement in the school program enable the people, to raise questions, obtain information, express ideas, consider proposal and take positions on critical issues.

The target of the community participation is then to develop a sense of ownership in the people on the education management or school program. Community participation in the curriculum implementation is so important.

- i) It enables to avoid conflicts with the education bureaucracy on the tasks done in isolation.
- ii) It decreases the burden of state to furnish resources such as staff equipments, buildings and educational furniture and is used to achieve more with less.
- iii) It helps to develop a wider curriculum than would be possible if they acted alone.
- iv) It encourages to collaborate through financial and other incentives (Tett, 2003).

The importance of community participation in the education system is also described by John Dewey. He noted that education is recognized as the mirror of society and educational institution as society in miniature, Aggrawal, (1996). He also stated that education proceeds by the participation of the individual in the social consciousness of the race.

Hence the community considers the school as its property and participation in all the educational activities enhances the students' achievement, girls enrollment and ascertains education equality, quality and access.

### **2.1.3 Curriculum Implementation**

Curriculum implementation is the process of practicing the new developed curriculum. It is a process of putting the planned curriculum in to effect. Regarding this Drebassa, (2004:235), defined as "the term curriculum implementation refers to the actual use of a curriculum". So curriculum implementation is making use of the curriculum materials in the whole education system. Further more Ornstein and Hupkins, (2004), stated that curriculum implementation is a collaborative and emotional effect. Peer support is vital if implementation is to be successful. The implementation needs planning, communication, co-operation and support

#### **a) Planning**

The basic requirements for the implementation should be planned. Planning is an activity of setting mechanisms for the implementation. In the plan of curriculum implementation the role of the different parties (teachers, supervisor's principals, education offices, students, parents and community) is described. No curriculum is effectively implemented without planning of the conditions required.

#### **b) Communication**

Communication is a process of making people to be informed about the curriculum. This can be done through seminars, workshops and panel discussions. Letters, articles, bulletins or speeches can be used for communication.

#### **c) Cooperation**

Cooperation is an interaction between people, who are engaged in the implementation. The cooperation of community, education officials, supervisor and students with teachers affects the whole process.



#### **d) Support**

Support is the technical support, material and financial supply have impacts on the implementation of a curriculum. This can be creating awareness, presence of instructional materials, human resources and materials resources.

Thus community participation in the implementation of primary school curriculum is the involvement of the community in planning of the implementation strategy of the school program. It is also supporting the implementation process by participating in leadership, teaching- learning process through teacher-parent partnership, financial and voluntary labor support. The community also participates in the process through cooperation with the school administration (teachers and principals) in the school activities and this develops the students' achievement.

### **2.2 The role of the Community in the Management of a Decentralized Education system**

In the management of a decentralized education system to the school level, the community can participate in leadership, resource mobilization and pedagogical functions (AED/BESO, 2006).

A) **Leadership:** in a decentralized education system, the community participates in decision making, planning, monitoring and evaluating the activities of the school program. The leadership role of the community is accomplished by the committees or associations, such as the (KETB), school improvement committee (SIC) or school advisory committee (SAC).

In the Ethiopian context, it is the PTA, which is now functional at the school level. PTA is a voluntary organization whose membership consists of teachers in the school, parents, students and the school principal. The purpose of this association is promoting the child and youth welfare in the home, school and community (Bagin, 2001: 132). The PTA which represents the needs and desires of the community leads the school. According to the MOE (2002), some of the functions of the PTA are:

1. Approving the yearly plan developed by the school principal
2. Publicly sanctions the school yearly budget
3. Monitoring the performances of the school
4. Evaluating the achievements of the performances with regard to the plan
5. It serves the role of disciplining students and solving immediate and urgent problems within the school.

According to AED/BESO (2006), the community, through its association can play the role of support and management of teachers, students, managing text books, resources and finances, improving the curriculum and managing the school calendar.

B) **Resource Mobilization:** the PTA or KETB can play roles in generating resources. The committees can mobilize the community to contribute money, labor, building classrooms and schools. The contribution may be in money, local material or labour. The resources are then mobilized for purchasing basic equipments and materials, hiring contract teachers and building classrooms and schools. The committees can also identify problems or issues for which the resources are required, resources requirements for the school and identify the possible sources of resources for the school. They can also control resources, monitoring progresses, evaluate achievements and report the feedback to contributors.

According to MOE (2005), communities are now funding new school buildings, and building teachers' house in rural areas. Furthermore, Schmitt and Tracy (1996) described that increasing the involvement of the community in the schools has resulted the support for schools by dollar and by way of commitment.

C) **Pedagogical functions:** the Community can also participate in pedagogical functions such as curriculum development, encouraging girls to go to

school, running non-formal education initiatives, sponsoring co-curricular activities, organizing field trips and visits to support classroom lectures. Regarding curriculum planning, Bagin (2001: 131) described the following.

*Work connected with the study and improvement of curriculum at all levels affords rich opportunities for parent participation. Parents can take active and constructive role in helping the school defines the purpose of education, the objectives for specific fields, and course of study. They have served effectively on faculty committees connected with the adequacy of the curriculum, revision offerings, and introduction of changes that could not be attempted without their support.*

Particularly parents or guardians can support their children's schooling by attending school functions and responding school obligations. They can participate in a variety of ways, ranging from reading to children at home and assisting in the classroom, to sitting on advisory councils at school. The involvement of parents in schools enhances the children's attainment in school and their children grow up to be more successful in life. According to Cotton (2001), parents can participate in telephone and written home school communication, in serving as classroom volunteers, homework assistance or tutors and parent-teacher conferences.

The community can also participate in extra curricular activities and the parents enjoy with children and adolescents. Regarding this Bagin (2001) noted that parents are willing to assist pupils and teachers in designing simple costumes for dramatic productions and lending a hand in building stages scenery.

Parents have the responsibility of nurturing their children and building their career. According to Aggrawal (1996: 116-117) the role of families that can perform for the children are:

1. Proper physical development by providing good food, healthy surroundings and rest.
2. Proper moral environment by being good examples before the younger ones.
3. Opportunities for participation in household responsibilities.
4. Development of intellectual, aesthetics and practical interests of the child by trying to find out the interests of the children and take the necessary steps.
5. Understanding the child's nature by considering a child to be an adult in miniature.
6. Opportunities for self-expression by providing newspapers, magazines and books
7. Realizing of the limitation of the school.

In general, the community can play its role in the school management through its representatives, the PTA, those in return can mobilize the community to support the school in fulfilling the infrastructures and parents of the students can play their role in participating in their children's education in school and at home.

### **2.3 Strategies that the School can Follow for Effective Community Participation**

As mentioned earlier, in a decentralized education system, the community should be involved in the management process. This includes planning, organizing, executing, monitoring and evaluation process of the schools program. Thus the school has to organize structures that serve as a bridge between the school and the community. These can be committees or associations such as PTA, school improvement committee and school advisory committee. Regarding the role of school in participating the community, the US Department of Education (1997), described the following.

Successful schools have family and community partnership that:

- a) Include administrative leadership and support for family school-community partnership
- b) Provide well-designed, goal oriented and culturally responsive activities developed by teachers, parents and other stakeholders
- c) Are geared to the diverse needs of families and their children
- d) Foster varied and imaginative forms of two-way communication between home and school
- e) Build on strengths within the family, the school and the community
- f) Recognize that not all parents have experienced affirming and respectful relationships with schools and educators

Therefore, the school has to participate the community in planning and leadership of the school program through the committees or association elected from the community. In addition to this the school has to have planned communication mechanisms which enable parents and community to assist teacher and administrators in the school and parenting children. It has to play the role of establishing Parent-Teacher Cooperation and has to make the school a center of community service.

#### **A) Management**

The school has to promote conducive environment for the community participation in the school activities. This is by organizing the structures mentioned above and promoting a sense of ownership on the community and working together with the representative committees and the people in planning, decision making and leadership. This is then achieved by facilitating the points stated in section 2.2 (The role of the community in the management of a decentralized education system).

## **B) Communication**

The school must arrange communication plans for the school-community relations/ partnerships. Meaningful communication is essential to building and maintaining healthy partnerships.

Communication between the school and community has the purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are fostered. It also encourages maximum involvement of parents, at home and in school, in their children's educational development. It is also used to make citizens in cooperative learning practices, partnerships to make full use of learning resources in the community and to build public knowledge of the purposes and successes of the school system, leading to support (Bagin 2001).

Communication with the community can be through meetings, parent-teacher conferences or printed materials such as report cards, newsletters or bulletin, letters to parents and/ or through internet.

Methods of securing the school parent partnership as described by Aggrawal (1996) are; good treatment to parents, personal contact with parents and school reports (casual letters and progress reports).

Progress reports include diagnosis of the pupils difficulties and suggestions given for improvement, aims of the school and the attendance of the students. It is also stated that the partnership is secured through meeting with the parents of the children of a particular class and participation by the parents in school programs through fund-raising, skill and suggestion. Home visiting by teachers, educational conferences and parent-teacher conferences are also other methods of securing the school parent partnership.

## **C) Community Service ✓**

The school has to design programs to participate the school community in community activities. These can be extracurricular activities, adult education

and community life. It has to serve the community in adult education through the teachers and pupils. And the extracurricular activities should be performed by the students and teachers in collaboration with parents. The community life may include traffic hazards, sewage disposal, clean streets. Through the activities mentioned above the school becomes a center of community service (Bagin, 2001, Aggrawal 1996).

Therefore, the school has to have school regulations and guidelines for communication, community services and parent teacher cooperation's.

#### **D) Establishing Parent-Teacher Cooperation**

The relationship between the home and the school is consolidated through the parent-teacher cooperation. In order to bring the result we want in schools, there has to be harmonious working together among parents and teachers. According to Aggrawal (1996), the home determines the quality and direction of the child than the school. The teacher's work is fulfilled or destroyed by the operation at home for good or ill. Because the child spends only one-fourth part of the day in school, the parent-teacher cooperation is then a determining factor for the better achievement of the child in school. From the point of view of teachers, the need of parent-teacher cooperation is to understand the child by getting information from parents and for getting help in the regular attendance of the child and in supervision of homework of the child. Teachers also need the parent-teacher cooperation to provide the child necessary equipments, for getting help in guiding the child as to the school laws and for securing funds and gifts for the school.

Parents also need the parent-teacher cooperation, because they need information about the progress of their children and information concerning problem situations before they become serious. They also want to know how they could supplement the efforts of the school in promoting the progress of their children. In Molnar's Study (2006), about parents and teachers' view of parent involvement in school governance, parents and teachers in the study feel

strongly that parent volunteers must be qualified for whatever roles they assume. In Emana (2006) study, parents involved in communicating with teachers on academic progress of the children. Dixon's research (1992), cited in Molnar (2006), noted that the barrier to more parent involvement is not parent apathy but lack of support from educators. Thus the teacher should conduct interventions in parent-teacher cooperation. Hence the teacher should:

- i) show considerable patience and tact in dealing with parents,
  - ii) allow the parents to talk voluntarily,
  - iii) make a thorough study of the child's problem and discuss these with parents,
  - iv) not let the parent have the idea that the teacher is prejudiced against his child and
  - v) offer suggestions to the parents in a polite and convincing way
- (Aggrawal, 1996: 119).

## **2.4 Factors that Influence the Community Participation in the Education System**

There are numerous obstacles to parent involvement in the education system. These can be due to lack of training, lack of interest and lack of time.

### **2.4.1 Lack of Training**

Inadequate training of principals and teachers can be one of the barriers of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities (Bagin, 2001:67). This feeling might be raised due to lack of training and awareness. Teachers that are aware about the advantage of parents' involvement in the student achievement might not ignore the parent involvements activities.

The problem of the conservative outlook, of the teachers' fear that the involvements would lead to interference can be solved through training. There is also a problem from the side of parents; indifference to the school work, their suspicious nature regarding the motives of school authorities. Aggrawal, (1996). These problems can be solved through training.

The Rowley's study (1998) in the South Ethiopia, concerning school committee described that the school committee members considered themselves not qualified to make decisions about education content and had no training and thus had no guide for their activities.

Lack of training from the sides of school principals creates problems in communicating with the community member. Communication problems arise, when the honest of the message is questionable, the language and cultural gap is large and this promotes to misunderstanding between the parties (AED/BESO ,2006).

Holliday in Bagin (2001), described that educators communicate poorly; because they have little communication experiences almost no meaningful communications training.

Thus, training the principals and teachers on how to participate parents in the school program activities is compulsory. In addition to this, the parents should also be trained by the principals how to participate in the school management in their children's education in school and at home.

#### **2.4.2 Lack of Interest**

Lack of interest arises from different perspectives. Teachers and administrators fear the self-interest and confidential issues that parent may bring to meetings with them, (Malnor, 2006). Further more teachers protect parent involvement due to their unwillingness to face hostile parents, fear of failure, fear of criticism, (Aggrawal, 1996). There is also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. Emphasizing this Malnor (2006), described that educators, for a multitude

reasons, are reluctant to share their power with parents. In general the absence of clear roles for teachers, principals and parents in adequate support to the parents' makes them disinterested in parent involvement in school activities.

In the training module of (AED/BESO, 2006), situations that influence community participation is described as:

- a) Lack of good governance.
- b) Lack of experience of accountability and school regulations.
- c) Social and cultural obstacles
- d) Elitist attitude from the side of educators
- e) Lack of conducive school environment for marginalized social groups.

Therefore, the level of community participation can be improved by reducing the barriers that could make teachers and principals disinterested in parents' involvement in school activities and this can be done through training.

### **2.4.3 Lack of time from the side of Teachers and Parents**

Lack of time may also be an obstacle to the teachers in meeting the parents and the parents may have shortage of time to visit the school due to busy life styles and other personal problem. In Butler's study (1992), in Molnar (2006) it was found that teachers have little time available for meetings due to the rigid structure of school days and parents may have jobs and other commitments to schedule around. In addition to the rigid structure of school days, teachers may have families and do not have the flexibility to meet at the parents convenience Thus lack of time and conflict in work schedule are obstacles to parent involvement in children's educations.

Rowley's study (1998), in the SNNPR about school committee supports the above conclusions. It stats that the participation of school committee (members elected from the community) is not often attended; calls for meetings often conflicts with the farming schedule. Therefore, busy life from the side of parents to contact teachers and rigid structures of school days from the side of teachers are obstacles for parent involvement in school activities.

Thus, to enhance community participation, the school has to create conducive environment. These may be the existence of enabling political, legal and policy environment, highest level of commitment establishing good governance and decentralization process, and balanced link between community capacity and expected level of participation.

## **2.5 Some Models Of Involvement Program**

### **2.5.1 The Home-School Partnership Model (HSPM)**

This model recognizes the need to enlist parents in the learning enterprise. The involvement of parents must be active, realistic and supportive. The objectives of this model are:-

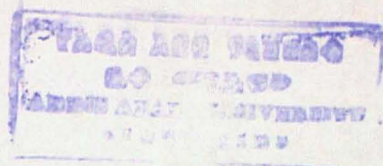
- 1) To establish realistic and positive attitudes toward a home-school partnership on the part of parents and children
- 2) To make the school setting relevant to the home-situation and to the children
- 3) To encourage maximum utilization of parents as resource persons.
- 4) To facilitate self-improvement and self-realization on the part of children and parents.

To gain the support of the community in home-school partnership

The principal elements of the HSPM are a parent aid program on adult education program and a cultural and extra curricular program. The parent aid program involves home teachers and parent interviewers' recruited from among the parents of. Follow Through children.

The adult education component of the HSPM offers parents special tutorial services and individualized training at basic literacy elementary school level of attainment

The other basic component of the HSPM is the cultural and extra curricular program. The focus of the cultural and extra curricular program is on activities



in which parents and children can participate together. This includes subjects such as music, art, dancing and home making, (Johnson, 1995).

### **2.5.2 Comer's School Development Program**

This program consists of three mechanisms, three operations and three guidelines. The three mechanisms are:- governance mechanism, (school planning and Management Team), which in turn contains development and implement of the plan, staff development based in the plan and assessment and modification. The second mechanism is a mental Health Team that addresses developments and behavioral needs of students.

The third mechanism is the parent program, which focuses initially on supporting the comprehensive school plan. In the next level parents participate in day-to-day classroom and school activities and through this participation the school becomes a part of a community. At the third level of parent program, parents derive a sense of pride and satisfaction from seeing their children perform. Students experience approval and appreciation from their parents and the staff during the activities (comer, 1991)

### **2.5.3 Epstein's model of parent involvement**

Epstein (1992) cited in Christenson (2003), described six strategies of parent involvement in schools. These are:-

- a) Parenting - this refers to the responsibilities of families for their children's health and safety, parenting and child rearing skills at each age level and position home conditions for learning at each grade level. This is through organizing a cumulative, educations and psychologically sound series of workshops on child and adolescent development, with pertinent information or families at each grade level.
- b). Communicating- refer to the responsibilities of schools for communications from school-to-home about school programs and children's progress in forms and words, all families can understand, and for options for home-to-school communications. This is through establishing a structure, a routine

for discussing with parents test scores, report card grades, student behavior and other print method of communication about school programs.

- c) Volunteering- refers to those who assist teachers, administrators and children in classrooms, parent rooms, or other areas of the school; to those who assist at home and to those who come to school to support students' performances and events. This is by establishing an effective volunteer program including the recruitment of families, training, matching volunteers to teacher and school needs.
- d). Learning at home- refers to parent-initiated, child- initiated, or teacher-initiated ideas to monitor, discuss or assist children at home on learning activities that are coordinated with children's class work . This is by helping teachers understand homework policies, how to monitor homework and ways of discusses school work in subject.
- e). Decision Making - refers to parent participation in decisions in PTA, advisory councils, school improvement committees or groups at the school or independent advocacy groups. This is by establishing a structure and process for successful school site management teams, committees and other decision making to include families.
- f). Collaborating with the community- refers to school actions and programs that provide or coordinate student and family access to community and support service. Also collaboration with business, Culture organizations and other groups to improve school programs for children, services for families to support their child rearing and guidance of children as students and it improve the effectiveness of the other types of involvement. This is by establishing a structure and process for business-school or community-school partnerships. Drawing on community resources to enrich school programs, students' experiences and family interactions with their children in the community is important.

Thus, parents have the responsibility of nurturing their children and to participate in decision making in the school program through their

representatives, the schools have to create two way communications (School-to-home and home-to-school communication) and have to establish volunteer programs.

## **2.6 Community Participation in the Education System in the Ethiopian Context**

### **2.6.1 During the Imperial Period**

Up to 1974, the educational administration was over centralized to the ministerial level. Regarding this Luluseged (1969) stated that the MOE had followed a stratified line relationship with a highly centralized administration. Due to this reason, schools far from Addis Ababa were not supported by the Ministry. The farther the distance from Addis Ababa, the worse was the school program. He also added that parents participated only when money contribution for extra classroom building was needed (pp. 130-115).

Report of the Education sector Review (1972), also stated that responsibilities and functional aspects of education were heavily centralized at the ministerial level (p. vi-2). Supporting to this Wondafrash (2001) stated that the MOE was responsible for every education program and there was no room to consider local conditions of the different parts of Ethiopia. Tekeste (1990), added to this that the education sector functioned without curriculum, guideline, relevant text books, and by more centralized administration. Due to this nature of the education system in the imperial period, the curriculum was alien to the culture of the country.

Therefore, in the Imperial period there was no education policy which directs for the community participation. Hence there was no participation in the education activities and decision.

### **2.6.2 The Dergue Period**

After the downfall of the imperial regime, the provisional military Administration council (Derg), issued proclamation No. 103 of 1976. It was

entitled as "a proclamation to provide for the administration and control of schools by the people". It was issued to make the schools under the direct administration and control of the people and states that the school should have its own internal administration in accordance with the detailed directives issued by the ministry. And the school committee supervises and controls the school management.

This proclamation was amended and replaced by the proclamation No. 260 of 1984. It was entitled as "A proclamation to provide for strengthening of the management and administration of schools." This was declared to establish the "Government School Committee". The composition of the committee is from peasant association, urban dwellers association, teachers and students and the director is vice chairman.

The duties of the government school committee are: supervising the school program activities and utilization of subsidy, consulting and assisting the school management, coordinating the school and the community and reporting to the local representative of the ministry whenever the director fails to perform his duty. Thus, the government school committee's focus was on controlling and monitoring the school management and on disciplinary cases.

Regarding the teaching-learning process, that is visiting the classroom by parents, visiting the home of the pupil by teachers or parent -teacher cooperation, there was no clearly defined school policy.

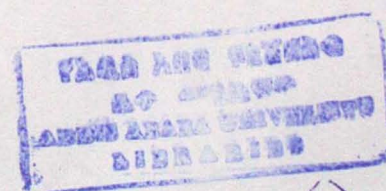
### **2.6.3 The Federal Democratic Republic Ethiopia Period**

In 1994, new Education and Training Policy was developed and made public. The policy incorporated the educational organization and management which states that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training. It also states that educational administration would be democratic leadership by boards or committees, consisting of members from the community, teachers and students (TGE, 1994).

Based on the policy implementation strategy was issued in September, 1994, which states educational organization and administration should be restructured in accordance with the devolution of power from the central government that was been implemented. Furthermore, it describes that schools would be strongly linked with the community. The management of each school would be democratized and run with the participation of the community.

The Ministry of Education has also published a guideline of Educational Management Organization, community participation and Finance, in 2002 to implement the policy. In this guideline, the composition of the WETB, KETB and PTA is defined. In addition to this the responsibilities and duties of the boards, associations, education officials, teachers, and the community is specified.

Furthermore, the MOE developed a manual for the school improvement program in which the role of principals, supervisors, students, parents and the community is detailed. In addition to this, the school parent and community partnership is described (MOE, 2006). In 2007 a frame work of school Improvement program is issued and in this framework, the standards, characteristics and indicators for the community participation is stated (MOE; 2007). This study stresses on the implementation of the community participation incorporated in the guidelines and manuals issued by the FDRE.



## CHAPTER THREE

### 3. Method of Study

#### 3.1 Methods and Design of the Study

Since the main objective of this study was to assess the current practices of community participation in the implementation of primary school curriculum, by investigating the activities in megabit 18 Elementary school at Axum town, a mixed method was used in this study. Regarding this Creswell (2003) described that, a mixed method is one in which the researcher tends to base knowledge claims on pragmatic grounds. The data collection also involves gathering both numeric information as well as text information so that the final data represents both quantitative and qualitative information.

To collect the data from informants a mixed method case study design was employed. According to Stake (1994), case study is used when the researcher explores in depth a program, an event, an activity, a process or one or more individuals. The case(s) are bounded by time and activity and researchers collect detailed information using a variety of data collection procedures. Denscombe (2003), also added to this that case study is characterized by multiple sources rather than one research method.

Thus the researcher used a mixed method approach and a case study design to collect and present the data because curriculum implementation needs infrastructure, trained man power, financial, material and curriculum materials support and cooperation between the different parties.

#### 3.2 Background of the Research Setting and the Informants

##### 3.2.1 Research Setting

The research setting is found in Tigray region at Axum town kebele 04; it is called megabit 18 Elementary school. The school is one of the 10 elementary

schools in the town. The document in the school shows that the school was constructed by a non-government welfare organization known as Tigray Development Association (TDA) in 1994. The organization had built two blocks and each block has four classes. The school started education with seven classrooms and one office room. Now the school has 28 classrooms, 4 office rooms, 1 pedagogical center, 1 library and one latrine for girls and boys in each side. In the school, there are 42 teachers from which 24 are certificate and 18 diploma. There are 1844 students from grade 1 to 8, two, principal and vice principal, one secretary, one storekeeper and two guards.

### **3.2.2 Selection of Research Setting**

There are 10 government elementary schools in Axum town. From these 6 are complete elementary school, (1-8) and 4 of them are first cycle elementary schools (1-4). The reason that megabit 18 Elementary school was selected is that it had the highest community participation in fulfilling infrastructure by contributing money, labor and local materials compared to the other elementary schools (woreda report, 2005/6). The target of the study is then whether or not this participation is supported by other activities of the community members and parents, that is parents' involvement in their children's education and the school management.

### **3.2.3 Selection of Informants**

The sources of data were the principals, PTA members, teachers, students, of the school, parents, and documents in the school.

#### **a) Principals**

The principal and vice principal of the school were selected purposively for interview of this study. Because principals are the school managers, assumed to be the source of information for most of the activities regarding community participation in curriculum implementation in the school.

#### **b) PTA members**

The PTA of the school has seven members. Among them, one is the director and two of them are teachers. For this study, two elected from the community were selected by simple random technique. That is the name of the four PTA members elected from the community was written in a slip for each member. Then two slips were drawn from a box randomly.

#### **c) Teachers**

The teachers were selected by simple random techniques. The name of the teachers was written first and the roll number of each teacher in the list was written in a separate slip and placed in a box. From the box 20 slips were drawn at random and the name of teachers which corresponds to the roll numbers selected were copied from the list.

#### **d) Students**

In the school there were 20 sections from grade 5-8 and 900 students. The selection of students from grade 5-8 was purposive because grade 5-8 students are mature enough both age wise and academic wise to fill a questionnaire.

The name of students of each section of the grade level was written according to their rank order of 2006/7 academic calendar from the roster of the school. Then the students were classified as higher, medium and lower with respect to their academic achievement from the rank. Finally in each section 2 student from the higher level 2 students from the medium level and 1 student from the lower level were selected randomly. Thus, a total of 100 students were selected from the grade levels mentioned above.

#### **e) Parents**

Parents were selected purposively. This was done to make the number of population manageable. The instrument for parents was interview. For this 10 parents were selected, 6 male and 4 female. Regarding their education status, 3 of them were illiterate and 7 of them literate; from grade 8 to diploma level.

With respect to occupational status of the literate parents, 4 are civil servants and 3 of them are engaged in private works.

#### f) Documents

Documents in the school concerning community participation were selected as source of data. These were the files, minutes of meeting during decisions, conferences of parent teacher and plans, reports and official letters.

**Table 1:** Sample populations selected from the school and the community

<b>Informants</b>	<b>Population</b>	<b>Number of Informants</b>
Principals and vice principal	2	2
PTA members selected from the community	4	2
Teachers	42	20
Students from grade 5-8	900	100
Parents	700	10

### 3.3 Instruments of Data Collection

In this study questionnaire, interview and document sources were used as instruments of data collection.

- a) **Questionnaires:** This was employed to the teachers and students. The questionnaires distributed to teachers were composed of open-ended and close-ended items but that of students were close-ended items. The questionnaire was prepared in English and translated into Tigrigna to overcome language barrier. Both English and Tigraigna versions of the questionnaires were given to two post graduate students whose first degree is Amharic with Tigrigna minor for their expertise comments. Besides to this the Tigrigna language version was given to education experts in Axum town education office for their expertise comments. Due to the comments from post graduate students and education officials, few modifications were made on the questionnaires.

b) **Interview Guides:** This was employed to the principals, PTA members and parents. This item was also prepared in English and translated to Tigrigna for the same purpose mentioned in the questionnaire. After commented by the postgraduate students and education experts in the town, the interview guide was modified and employed.

c) **Document Analysis:** This was also prepared and modified in the same way as was done in the questionnaire and interview guide. It was used to collect the document sources of community participation by preparing check lists.

### 3.4 <sup>ce</sup> Producer of Data Gathering

After the selection of respondents was completed, the students and teachers were called by the principal. Then orientation how to fill the questionnaire was given by the researcher to the teachers and students. Then the principal, two unit leaders and the researcher distributed the questionnaire to the teachers and the students selected. As soon as the respondents completed filling their response to the questionnaire, the questionnaires were collected and 100% of the questionnaires distributed were returned.

Data gathering from documents was conducted by the researcher himself. Using checklists, he listed the data from document sources of the school.

The third types of data were that collected by interview. The principals, PTA members and the parents were interviewed face-to-face by the researcher and the response was recorded in audiotape. Then, the recorded data were transcribed.

Data collection by interview, document analysis and questionnaire was lasted from 29/2/2008-27/3/2008. That is recording the data from documents, distributing and collecting the questionnaire, and interviewing and transcribing data from interviewees.

### **3.5 Data Analysis Strategy**

The data gathered by the questionnaires were tallied in to frequency and the percentage of each frequency and the mean value of each item was calculated, and then categorized and tabulated.

The data collected from documents were noted in the field, followed by presentation and analysis the data for themes and issues.

Data obtained using interviews were presented by narrating the response of the informants. In the narrating process indents are used to show the quotation from participants. Regarding this, Creswell (2003), described that the qualitative narrative is written using indents or other special formatting of the manuscript to call attention to quotations from participants.

The sequence of presentation and analysis was the data obtained using questionnaires was presented, analyzed and interpreted. Data obtained from open-ended questionnaires, interviews and documents were organized and presented, were used as supportive to the responses collected from questionnaires. Hence, the analysis and interpretation was made in relation to the basic questions of the study.

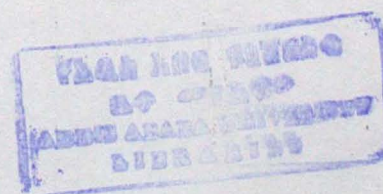
## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section of the report deals with the presentation, analysis and interpretation of the data gathered through questionnaires, interview and document sources.

It is divided into four parts. The first part deals with the characteristics of respondents. The second part deals with the data presentation and analysis with respect to the school's efforts to participate the community in school management, school parent relations and parent teacher cooperation. The third part is about the parental involvement in their children's education both at home and in school, and the community participation in fulfilling the infrastructure. The fourth par focuses on the factors affecting community participation in education.

Data from informants are presented in tables and analyzed. The data collected through questionnaires is analyzed using percentages and mean value. Data collected from open-ended questionnaires, interviews and documents were organized and presented and were used to supplement the data gathered from questionnaires.



## 4.1 Characteristics of Respondents

**Table 2:** Students by sex, age and grade level

No	Characteristics	Grade Level								Sum total
		Grade 5		Grade 6		Grade 7		Grade 8		
		N	%	N	%	N	%	N	%	
I.	Sex i. Male	10	40	14	56	9	36	12	48	45
	ii. Female	15	60	11	44	16	64	13	52	55
	Total	25	100	25	100	25	100	25		100
II.	Age in years									
	i. 11-12	20	80	18	72	-	-	-	-	38
	ii. 13-15	4	16	4	16	21	84	19	76	48
	iii. 16-18	1	4	3	12	4	16	6	24	14
	Total	25		25		25		25		100

Table 2 indicates that from the student respondents, 45 percent are males. The difference between the number of males and number of females in the sample is due to chance and the chi-square test shows that the difference is insignificant.

In the same table the age distribution in the sample shows, 38% of the student respondents are in 11-12 years old, 48% in 13-15 years old, 14% of them 16-18 years old. =

According to the Ethiopian school age designation, the age of enrolling a child in grade one is 7 years old. Then the child completes grade eight at 14 years old. Therefore, the table shows that, in grade 5, 20 percent of the student respondents are over age to that grade level, in grade 6, 16 percent, in grade 7, 16 percent, and grade 8, 24 percent are over aged to the grade where they are. Thus most of the students were at the right age in the school.

**Table 3:** Student parents' educational status

I. Educational Level of student respondents parents	Grade Level								Sum total
	Grade 5		Grade 6		Grade 7		Grade 8		
	N	%	N	%	N	%	N	%	
i. Illiterate									
a. fathers	2	8	4	16	3	12	2	8	11
b. mothers	10	40	5	20	8	32	7	28	30
ii. literate to grade 4									
a. fathers	6	24	4	16	3	12	5	20	18
b. mothers	3	12	5	20	6	24	3	12	17
iii. Grade 5-8									
a. fathers	7	28	10	40	4	16	3	12	24
b. mothers	8	32	6	24	2	8	4	16	20
iv. Grade 9-12									
a. fathers	3	12	-	0	3	12	4	16	10
b. mothers	-	0	5	20	2	8	2	8	9
v. Diploma									
a. fathers	7	28	2	8	10	40	3	12	22
b. mothers	3	12	3	12	5	20	8	32	19
vi. BA/BSC									
a. fathers	-	0	5	20	2	8	8	32	15
b. mothers	1	4	1	4	2	8	1	4	5
Total									
a. fathers	25	100	25	100	25	100	25	100	100
b. mothers	25	100	25	100	25	100	25	100	100

Table 3 shows the educational status and occupational status of the student respondents' parents. As can be seen from the table, 30 percent of mothers of the student respondents and 11 percent of the fathers were illiterate. The difference of the percentage of illiteracy of mothers and fathers is due to the gender disparity in education in the earlier times. Regarding the gender disparity in education, Yelfign (2002), described that the girls that had chance to go to school, at the beginning of modern education were, the daughters of the nobility. In the later times, although the chance to participate in modern education was officially to both boys and girls, the enrollment of girls was lower up to 1993/94 compared to the boys due to in school and out of school factors,

Furthermore, Table 3 shows that the number of mothers that are qualified to the degree level is 5 where as the number of fathers is 15. This indicates that the gender disparity shows a wider gap at the higher level than at the lower level.

**Table 4:** Teachers Respondents by sex, Age, Qualification, years of Service and period allotment

Characters	Population	
	N	%
I. sex a. male	15	75
b. Female	5	25
II. Age a. 35 - 40	3	15
b. 41 - 45	11	55
c. 46 - 50	6	3
III. Years of service		
a. 10 - 20	1	5
b. 21 - 30	18	90
c. 30 and over	1	5
Iv. Qualification		
a. TTI	12	60
b. Diploma	8	40
VI, Period Allotment		
a. 12 - 20	1	5
b. 21 -25	3	15
c. 26 -35	14	70
d. 31 -35	2	10
	20	100

Table 4: Shows the characteristics of teacher respondents. As far as the years of service is concerned only 1 teacher is below 21 years of service and 90 percent of them are between 21 to 30 year's service.

Table 4 also shows the period allotment per week of the teachers. Except one teacher that is the coordinator of the pedagogical center whose load was 12 periods per week, the other teachers load was between 21 and 35. 70 percent of the teachers had work load of 26 - 30 periods per week.

The reason that some teachers could teach 35 periods per week was that the school works for grade 5-8 the whole day that is two shifts. The schedule was grade 1-4 were one shift but grade 5-8 were the whole day. In the morning grade 5-8 work from 8:00 am to 11:00 am and in the afternoon they work from 2:30 pm to 4:45 pm.

In addition to teaching four of the teacher respondents were department heads one of them was coordinator of the pedagogical center and the others work as coordinator of extra curricular clubs and two were unit leaders.

In addition to the students and teachers; one director and one vice director, two PTA members and ten parents were interviewed. During the discussion, these interviewees are coded as follows:

The director is coded as D1 and the vice director as D2. The PTA members are coded as PTA1, and PTA2. And the parents are coded as P1, P2, P3 up to P10. Regarding the sex of interviewee informants, the directors and PTA member are all males. From the parents 6 are male and 4 females. As far as the educational status is concerned, the directors the PTA members and two of the parents are diploma holders, five of the parents are 12<sup>th</sup> complete and three of the parents are illiterate.

#### **4.2 The School's Efforts /Practices in Participating the Community/ Parents**

In this part the school's practices in organizing committees which incorporate the community members, the efforts done by the school to involve the community in the activities of the school program, practices attempted to



develop school-parent relations and efforts attempted to create parent-teacher cooperation are presented and analyzed.

#### **4.2.1 The School's Practices in Involving the Community in the School Management**

In the Guide line for organization of education management community participation and education finance one of the duties of the principals is to organize the school's committees such as PTA, curriculum committee, training committee, advisory committee and extra curricular committees (MOE, 2002: 33: 35). Besides to this it is stated that, ~~the~~ to encourage principals have to participate the PTA in planning annual program, and annual budget of the school. This is because the school and the community have to work in collaboration to enhance the children's achievement and to upgrade the quality of education. Regarding to the need of collaboration of the school and the community, Aggrawal (1985), described that the school should provide situations in which the students may be gradually led to understand the relationship in community, country, and in the world at large.

With regard to the school's efforts in involving the community in the school management and curriculum implementation, table 5 presents the responses of teachers on the extent, the school organizes committees, conducts parent-teacher conference and the schools' performance in management and curriculum implementation is discussed at the conference. Each of the items was designed in the form of four rating scales consisting of very rarely, rarely, occasionally and frequently and were given values 1, 2, 3 and 4, respectively. The average value was obtained by dividing the sum of the value of the rating scales ( $1 + 2 + 3 + 4 = 10$ ) by the number of rating scales that is 4. Thus, the average value is 2.5.

In the interpretation to indicate whether the mean shows very rarely, occasionally or frequently, the result obtained is interpreted as follows:

Based on the statistical computation rules of rounding numbers, if the mean falls between 1 and 1.45 can be rounded to 1 and scores very rarely, between 1.5 and 2.45 can be rounded to 2 and scores rarely, 2.5 and 3.45 can be rounded to 3 and scores occasionally and 3.5 and above can be rounded to 4 and scores frequently, Mangal (2002).

Furthermore if the mean score corresponds to 1, 2, 3 and 4, the participation is interpreted as very low, low, medium and high respectively.

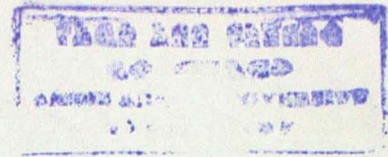
**Table 5:** Teacher Respondents' perception on schools efforts in participating the community in school management and teaching-learning process.

No	practice	Responses					
		Very rarely	Rarely	Occasionally	Frequently	Mean value	Chi-square
1	The school organizes PTA, SIC, teachers association, Girls club and students council.	0 (0%)	2 (10%)	2 (10%)	16 (80%)	3.7	32.8
2	The school conducts a formal conference with parents at least twice a year	0 (0%)	1 (5%)	2 (10%)	17 (85%)	3.8	38.8
3	<u>Evaluation of the school management and curriculum implementation</u> is discussed at the parent -Teacher conference.	2 (10%)	2 (10%)	3 (15%)	13 (65%)	3.35	17.2
Mean frequency of percentages		3.3	8.3	11.67	76.7 (GMV)	3.62	

In item 1 of table 5, the teacher respondents were asked to rate, the extent the school organizes structures that incorporate community members and committees that facilitate the school community relations, such as PTA, school improvement committee, teachers association, girls club and student's council. Accordingly the mean value of the respondents obtained is 3.7. This score is above average. Regarding the percentage of this item, 80 percent of the teachers' respondents replied frequently, 10 percent occasionally and 10 percent rarely. This agrees with the response in open-ended questions, which replies that the community was managing the school through its organization, the PTA.

Regarding item 2 in the table the respondents were asked to rate whether or not the school conducts formal conference with parents at least twice a year. The table then shows that 85 percent of the respondents replied, the school conducts conferences with parents frequently. The mean value of this item is also 3.8. This indicates that the mean value is above average and is near to 4, which corresponds to frequently. This is also supported by the responses in the open-ended questions. In these questions the teachers replied that parents approve the regulations of the school during the parent teacher conference, they also evaluate the performance of the schools management in that situation.

Item 3 is about evaluation of the performance of the school management at the parent teacher conference. The mean score of the response of the teacher respondents is 3.35. This value corresponds to 3 which is occasionally. In addition to the mean score, 65 percent of the teacher respondents replied that the issues indicated are frequently discussed during the parent-teacher conference. Concerning the percentage of the respondents, it shows that the school management performance and the curriculum implementation is discussed. The mean frequency of the percentages of all items in table 5 also shows 76.57%. This shows that the efforts of the school done to participate the community in school management is high. In the open-ended questions, the



teacher respondents replied that the school budget, school expansion and maintenance, students discipline and teaching methodologies are discussed in the parent teachers' conference.

The chi-square test of each item in the Table was calculated and is significant at 5% level of significance.

Regarding whether or not the organization in the school incorporate community members, formal conferences conducted in the school and issues discussed in the parent-teachers conferences, the principals of the school, two PTA members and parents were interviewed and responded the following.

Concerning the school organizations, D<sub>1</sub>, responded that committees that represent the community were organized. These are the PTA, school improvement committee, girls club and students' council. D<sub>1</sub> also responded that the members of PTA and school improvement are elected at the parent-teacher conference. The composition of PTA according to the D<sub>1</sub>s, response are two teachers, four from the community and the principal that is the committee has seven members, (11/02/2008).

D<sub>2</sub> also responded that the school has organized the PTA based on the guidelines of 2002, the Amharic version "የትምህርት አመራር አደረጃጀት፣ የሕብረተሰብ ተሳትፎን የፋይናንስ መመሪያ" PP. 28-29. And the school improvement program is organized based on the manual for school improvement program, (MoE, 2006).

Two of the PTA members elected from the community were also interviewed and responded that they participated in planning the school program and evaluate the implementation of the program at the parent-teacher conference.

The document evidence also ascertains that there are committees and each committee, that is the PTA school improvement committee, girls' club and students council, has file, regulation within the committee, and meeting schedule.

Regarding formal conference that the school conducts, D<sub>1</sub>, D<sub>2</sub>, PTA<sub>1</sub>, and PTA<sub>2</sub>, responded that the school conducts parent-teachers conference twice a year

that is at the beginning of the academic year and at the end of the academic year (13/02/2008).

In addition to the responses from principals, and PTA members, there was a minute document which indicates conferences were conducted and parents were participated in the conference.

With regard to the discussion of the school management and curriculum implementation at the parent teacher conference, D2 responded the following.

*At the parent-teacher conference, issues discussed are short comings of the curriculum or issues to be improved regarding the curriculum, problems in the education policy and limitations encountered in the curriculum implementation are discussed and evaluated (11/02/2008).*

According to the D<sub>2</sub>'s response and document sources, school management and curriculum implementation was discussed at the parent -teacher conference with the parents and teachers. Furthermore, PTA<sub>1</sub> and PTA<sub>2</sub> responded that the plan of the school program activities is designed by the PTA and discussed with the parents and teachers at the parent-teacher conference. Similarly the implementation of the school plan is evaluated at the conference at the end of academic year.

D<sub>1</sub> responded that issues discussed at the parent-teacher conference are, evaluation of the implementation of the previous plan, problems encountered during the implementation, how to fulfill the infrastructure of the school that is decision for money contribution and the role of parents in monitoring their children and supplementing educational materials to their children.

Thus, the responses from principals and PTA members indicated that school management and curriculum implementation are discussed at the parent-teacher conference.

Though the responsibility of curriculum implementation is a reciprocal effort of the community as a whole, the initiatives should begun from the principals and

teachers. Jacobson in Aggrawal (1996) concluded that to provide a sound educational program, the school principals should show paramount concern for a need of community understanding other wise, his program fails to meet the objectives of modern philosophy of education. In addition to this Aggrawal's conclusion on the role of principals states that the principals and the teachers must explore all possibilities of connecting the school with the community. Furthermore, it is stated that parents and guardians should be called to parents' day to the school to understand the difficulties of the teachers and should extend help to them in improving intellectual caliber of their sons and daughters.

#### **4.2.2 The Schools Practices in Fostering the School-Parent Relations**

In this section, the data gathered from teacher's which indicate, the school's practices, is presented and discussed below. Table 6 indicates the responses of teachers on the encouragement of the school administration, particularly the teachers to parents, to participate on their children's education in school. The table then shows the responses of teachers whether they use letters, provide information about the curriculum implementation to parents, make visit the home of parents, encourage parents to share their experience in the classroom. It also shows the schools efforts on providing parent meetings and workshops, on school related issues, and child development. The designation is the same as in table 5. Accordingly, mean scores correspond to 1,2,3 and 4 are interpreted as very rarely, rarely, occasionally and frequently and he participation are very low, low, medium and high in the same way.

The percentage of the frequencies of the responses is also calculated. Hence the analysis is discussed based on the percentages of each rating scale as well as the mean values of the frequencies of the item.

Item 1 of table 6 shows that the mean value of teacher respondents on the practices of letter communication of teachers with parents; the mean value 2.6

indicates that the teachers use letter communication with parents occasionally. 55 percent of the teacher respondents that is above average replied that letter communication with parents are used occasionally.

**Table 6:** Teacher Respondents' Perception on school's efforts in fostering school-parent Relations

No	Practices	Responses				Mean value	Chi-square
		Very Rarely	Rarely	Occasionally	Frequently		
1	Teachers use letter communication with parents	1 (5%)	11 (55%)	3 15%	5 (25%)	2.6	11.2
2	Teachers provide clear <u>information</u> about the curriculum assessments, students achievement levels and report cards	0 (0%)	8 (40%)	9 (45%)	3 (15%)	2.75	10.8
3	The school provides parents <u>meetings</u> , <u>workshops</u> , and <u>Training</u> on school related issues	2 (10%)	10 (50%)	7 (35%)	1 (5%)	2.35	10.8
4	Teachers make home visit to help parents understand the school and the school to understand parents	7 (35%)	3 (15%)	10 (50%)	0 (0%)	2.15	11.6
5	the school provides parents opportunities to visit the school	1 (5%)	4 (20%)	11 (55%)	4 (20%)	2.90	10.8
6	Teachers encourage parents and the community members to share their scales experience with students as part of classroom activities	3 (15%)	11 (55%)	3 (15%)	3 (15%)	2.30	9.6
	Mean frequency of percentages	11.67	39.17	35.83	13.33	2.51 (GMV)	

- Concerning the level of teachers provide information to parents about the curriculum assessments and level of students' achievement, item 2 of table 6, the mean value is 2.75. This value indicates that it is practiced occasionally. Regarding the percentages, 15 percent of the teachers replied that they provide information to parents frequently and 45 percent occasionally. This indicates that, teachers provide information about curriculum assessment and level of student's achievement at a medium level.

With regard to the level of the schools practices on providing parents meetings and workshops on school related issues, and child development. Item 3 of table 6 shows that the mean value is 2.35 and this value is below average. 50 percent of the teachers' respondents replied that, this activity is practiced rarely, only 5 percent responded frequently. In addition to the mean value and percentages the teacher respondents in the response to open-ended questions stated that the school conducts meetings with parents on school related issues at the beginning of the academic year and at the end of the year.

Regarding the role of the principals and teachers on school -parent relations Rever in Aggrawal (1996), described that the public relations program should be continuous not a fire bucket brigade for emergencies-there is no substitutes for emergencies-there is no substitute for continuity of action of connecting the school with the community.

- Item 4 of table 6 is about the level of parent's home-visit by teachers to create common understanding between the parents and the school. The mean value of the item is 2.15, which is near to 2. So it is below average. The percentage also indicates that no one respondent replied for frequently. 35 percent of the respondents answered very rarely and 15 percent of them replied for rarely. Thus 50 percent of the teacher respondents replied that the level of this activity is below average. The practice of the school on the home-visit of teachers to create common understanding between the school and parents is low.



Respondents were asked, in item 5 of table 6, regarding the level of the school provides parent opportunity to visit the school. The mean value indicates that, the school practice on this issue is occasionally. This is the highest of all practices of the schools practices on school-parent relations. With respect to the percentages, 20 percent of the teachers replied that, the school provides parent opportunities to visit the school frequently and 5 percent very rarely. This shows that the schools practice on the issue of item 5 is medium.

In the last item of table 6, that is item 6, respondents were asked to rate the level of teachers encouragement to parents and the community members to share their scales of experience with students as part of classroom activities. In this item the mean value is 2.3, which corresponds to rarely. The percentage also shows that 15 percent of the respondents replied for very rarely and 55 percent rarely. Thus 70 percent of the respondents replied the practice of the teachers with respect to this item is very low.

Generally, the school's effort in upgrading the school-parent relations is at the lower level in the school of study. It needs unreserved efforts to develop the relationships between the parents and the school, because curriculum implementation is a common endeavor of the different stakeholders. Among the stakeholders, it is the school and the parents that play the vital role.

With regard to the school parent relations, interview was also conducted with the directors, PTA members and parents, and the responses are presented as follows.

Concerning the workshops and training to parents on school related issues, D1 responded that, orientation to and discussion with parents is conducted at the parent-teacher conference. D1 in his responses stated that the issues raised at the meeting are, about school improvement, education policy, and teaching-learning process. The other occasion, the school provides orientation to parents on school related issues; D1 responded that parents are oriented how they can

help their children in school and at home during the face-to-face evaluation. Face-to-face evaluation as described by D1 is:

Face-to-face discussion is meeting of parents, homeroom teacher and students in each classroom. The meeting is chaired by the homeroom teacher. Issues discussed at the meeting are pedagogical activities followed by teachers, student's attendance and discipline, and parent's follow-up to their children. And the schedule is at every three months (11/02/2008).

Regarding the communication with parents and activities, parents involved in, D2 responded that, teachers communicate with parents through parents' signing agenda monthly.

With respect to the school parent relations, PTA 1 and PTA 2 responded that, there were no volunteers of free service from parents, except that how to be protected from HIV/AIDS and traffic accidents were given rarely. Both of the interviewees responded that parent's relations with schools is in fulfilling the infrastructures and follow-up of their children's discipline.

Regarding communication of parents with schools, parents were also interviewed and P1, P2, P3, P6, P7, P9 and P10 responded that they were called through message by their children when there is conference P4, P5 and P8 replied that they were informed both through their children and signing agenda and all the parents replied that they have not participated in this year (2007/08) in face-to-face evaluation.

The responses from interviewees indicate that, there was no specific workshop and training of parents. All the issues regarding the school, parents, students and the community are raised during the parent-teacher conference. It also shows that the communication was through messages of their children. As indicated in the responses from the respondents in the questionnaires and interviewees the school parent relation of the setting is not vibrant relationship, it is limited to evaluation of PTA's performance, fund raising to fulfill the

infrastructure and disciplinary cases of students and teachers. This shows that the principals should work more for the school-parent relations. Many scholars emphasized that principals are viewed as key factors in the success or failure of school-based decision making and parent involvement.

With regard to the importance of school-community relations, Barbour (1997), described that, although the primary venue for educating the child is the school, to accomplish the task at hand, all communities must develop vibrant partnership-uniting parents and community members with teachers in educating tomorrows citizens.

### **4.2.3 The School's Practices in Involving Parents in Parent-Teacher Cooperation**

In this section, the teacher's activities on parent-teacher cooperation is presented, analyzed, and discussed below. Regarding the parent-teacher cooperation, Krishna, in Aggrawal, described that "Close cooperation between the parent who is the first teacher, and the teacher who is the second parent, is the very foundation on which rests the fruitfulness of the training imparted in our institution." Aggrawal (1996:118). Thus harmonious working together of parents and teachers can bring us the results we want, so improves the students achievement.

**Table 7:** Teacher Respondents Perception on parent Teacher cooperation in the school

No	Practices	Responses				Mean value	Chi-square
		Very Rarely	Rarely	Occasionally	Frequently		
1	Teachers ask parents for information about their children's goals, strengths and talents	1 (5%)	10 (50%)	3 (15%)	6 (30%)	2.7	9.2
2	Teachers send students work weekly or monthly for parents review and comment on.	2 (10%)	10 (50%)	6 (30%)	2 (10%)	2.4	8.8
3	Parents give comments frequently on their children's homework performance	3 (15%)	10 (50%)	7 (35%)	0 (0%)	2.2	11.6
4	Teachers contact parents of students having academic or behavior problems.	0 (0%)	2 (10%)	3 (15%)	15 (75%)	3.65	27.6
5	Teachers provide information to parents /guardians on how to monitor and discuss school work at home.	1 (5%)	8 (40%)	2 (10%)	9 (45%)	2.95	9.6
6	Teachers make parents aware of the importance of reading at home, and ask parents to listen to their child read	2 (10%)	12 (60%)	2 (10%)	4 (20%)	2.6	13.6
	Mean of frequency of percentages	7.5	43.33	19.17	30	2.75 (GMV)	

Table 7 shows the responses of teachers on parent-teacher cooperation. To indicate the cooperation, whether or not teachers ask parents for information about their child's goals, and strengths, send students work for parents comment on, contact parents of students having academic or behavior problems and provide information to parents on how to monitor and discuss school work at home, and parents give comment on their child's homework frequently were asked to them. Each of the items are designed in a form of four points rating scales consisting of very rarely, rarely, occasionally and frequently with values of 1,2,3 and 4 respectively. The mean scores are interpreted as in section 4.2.2 above.

In item 1, of table 7, the teacher respondents were asked whether they ask parents for information about their children's goals, strengths, and talents. The mean value of this item is 2.7, which is near to three. With regard to the percentages, 50 percent of the respondents replied that the practice was rarely. Thus the practice on item 1 is of medium.

Concerning item 2 of table 7, the respondents were asked whether the teachers send students work weakly or monthly for parents review and comment on. The mean value of this item was 2.4, which is below average. 10 percent of the respondents replied very rarely and 50 percent responded rarely. Only 10 percent of the respondents responded frequently. This shows the practices that teachers send students work for parents comment on is low.

Regarding item 3 of table 7, the teacher respondents were asked on parents comment on their children's homework performance. The mean score of this item is 2.10, which is near to rarely. And 15 percent of the respondents replied for very rarely, and 50 percent replied for rarely. No one responded for frequently. Thus the practice on parents give comments on their children's home work performance is low. The practice of teachers in item 2 was also low. So is the case with parents. Because for what is not sent to be commented on, parents can't give comment.



ask questions, attend workshops, and borrow resources in order to make sound decisions about their child and the school. Bagin (2001), adds to this perception by stating that parents are able to comprehend from analysis of test results, school records, behavior reports, and class work how much progress their children have made and how much more they could make with help at home. Furthermore, Molnar stated in his findings that some teachers feel threatened or endangered while others feel enhanced by parent involvement.

Regarding the perception on parent-teacher cooperation, principals, and parents were interviewed and gave similar responses. Concerning the teacher-parent relations, D1 and D2 responded that the task of parent-teacher relation was incorporated in the school plan and the teachers are supplied with stationary for this purpose. Finally the teachers' performance is evaluated at the end of each semester.

Concerning the parent-teacher cooperation's, parents interviewees were asked how they contact with their children's teachers and whether or not they visit their children in the classroom while learning. Regarding these issues, P1, P2, P3, P4, P5, P7, P9 and P10 responded that they do not visit their child in the classroom while learning. Only P6 responded that he was going to the school compound without invitation from the school with regard to the way parents contact their child's teacher all the parents responded that they contact their child's teacher at the parent-teacher conference, or when their child is identified that he/she has academic problem or disciplinary problem, and invited by the teacher to discuss about the child's problem. In addition to these occasions, P1 responded that she has being contacting her child's teacher, when fund raising was asked by the school and P7 replied that he contacted his child's teacher informally outside the school.

Thus, the responses of the principals and parents show that, parents visit the school at the conference and parents contact their children's teacher when their child is encountered academic problems or behavior problems. Parents do not discuss the day-to-day activities with their child's teacher. With these schools

performances, regarding the parent-teacher relations of the school, it can not enable parents and teachers help the student before problems become serious.

Regarding to the parent-teacher relations, Bagin, (2001), described that, good community relations start when parents and teachers come to know one another and to take about what they do for young people. Through these conversations, parents soon learn to know the school, to understand what teachers are trying for children, and to appreciate instructional conditions and problems. Therefore, the schools practices on parent-teacher cooperation are not at the situation that parents could get information about their child's progress and cannot supplement the efforts of the school in promoting the progress of their child. ✓

### **4.3 Community Participation in school management and fulfilling infrastructures, and parental involvement in their children's' education in school and at home**

In this part of the report, community participation in school management and fulfilling infrastructures, and parents involvement in the children's education in school and at home are presented and analyzed.

#### **4.3.1 Community Participation in School Management and in Fulfilling Infrastructures**

Regarding the community participation in school management, Table 8 presents the responses of teachers on the level PTA participates in school management, planning and in the activities of the school program, monitoring the financial resource, mobilize the community to contribute money for building, solving disciplinary problems might be caused by students and contribution of money by the community members. The designation of the rating scales and the interpretation is the same as in section 4.2.3.

In item 1 of table 8, teachers respondents were requested to rate the level of PTA participates in the school management, planning annual program and in

the schools program activities. The mean value of item 1 in the table that is 3.15 shows that the level of participation of PTA corresponds to occasionally; with respect to the percentage, 60 percent of the teacher's respondents replied that the PTA participates frequently. Thus, the participation of PTA in school management can be labeled as medium.

In item 2 of table 8, the mean value of the frequencies on the participation of PTA in monitoring effective distribution of financial resources for different school program activities is 3.60. Regarding the percentage of the rating scales in this item, 80 percent of the respondents have replied for frequently. This shows that PTA members participation in monitoring finance resources and effective distribution is high. This also indicates that item 2 of table 8 is the highest performed activity next to item 5 by the PTA.



**Table 8:** Teacher Respondents' perception on community Participation in School management and in fulfilling infrastructure

No	Practices	Responses				Mean value	Chi-square
		Very Rarely	Rarely	Occasionally	Frequently		
1	The participation of PTA in school management, planning annual program and in the activities of the school program	3 (15%)	3 (15%)	2 (10%)	12 (60%)	3.15	13.20
2	The participation of PTA in monitoring effective distribution of financial resources for different school program activities	1 (5%)	2 (10%)	1 (5%)	16 (80%)	3.60	32.40
3	The school's PTA mobilizes the community to contribute money for building classroom and to help in labor in construction	1 (15%)	2 (50%)	2 (35%)	15 (0%)	3.55	26.80
4	the participation of PTA in solving disciplinary problems that might be caused by students	4 (20%)	3 (15%)	2 (10%)	11 (55%)	3.05	10.00
5	The community members participation by providing money, and in labor to fulfill the infrastructure	0 (0%)	1 (5%)	4 (20%)	15 (75%)	3.70	28.40
	Mean frequency of percentages	11	19	16	54	3.41 (GMV)	

In table 8, item 3 is about PTA's performance in mobilizing the community to contribute money for building classrooms. The mean value of the respondents' frequencies of the rating scales is 3.55. This value is near to 4, which is frequently performed. Thus the response of the respondents shows that the PTA of the school mobilizes the community for money contribution frequently. The percentage also indicates that 75 percent of the respondents replied for frequently.

Item 4 of table 8, indicates the mean value of respondents on PTA's participation in solving disciplinary problems caused by students is 3.05. This value is nearly the same as occasionally in the rating scales. This shows that the performance of the PTA on this issue is not frequent. The percentage also indicates that 20 percent of the respondents replied for very rarely and 55 percent for frequently.

With regard to community participation in providing money and helping in labor to fulfill the infrastructure, item 5 of table 8, shows that the mean value is 3.7 and 75 percent of the respondents replied for frequently. This indicates that the highest performed activity in community participation stated in table 8 is contribution in money and labor.

The chi-square test for each item in Table 8 was calculated to be significant at 5 percent of level of significance. This indicates that the observed frequencies on which the interpretation of the data in table 8 is made is not a result of chance factor.

The response from the open-ended questionnaires also ascertains the above finding. The respondents replied to the open-ended questions by stating as: the community in general and parents in particular were participating in building classrooms, office and fence of the school by contributing money, manage the school through their representative, the PTA, providing educational inputs such as desks and monitoring the problems caused by students. Thus community

participation with respect to the items in table 8 is generally more than occasionally but not frequently.

The responses obtained from the principals, PTA members and parents also supported the finding from questionnaires. Regarding the community participation in school management and fulfilling infrastructures, D1 and D2 responded that the community participated in school management through its representative, the PTA of the school. Concerning the PTA's participation D1 responded that:

The PTA, plans the school program together with the principal, monitors the financial distribution, monitors and solves disciplinary problems caused by the students and mobilizes the community for money contribution to fulfill the infrastructure of the school.

D2 also responded that most of the school buildings are constructed through the efforts of the PTA. D2 also added that it is the PTA in the school which collected money by mobilizing the community for building construction.

PTA 1 and PTA 2 were also interviewed, regarding their participation in school management. Both of them responded that they planned the school program together with the school administration. Then the planned program is described to the parents and teachers during the conference. Finally, the plan is designed by incorporating the suggestions at the conference at the end of fiscal year. They also responded that how parents monitor their children in the school and at home is discussed at the conference.

With regard to the parents' participation, P1, P2, P3, P4, P5 and P8 responded that they participated in money contribution and participating in the conferences, where, school management, curriculum and students discipline is evaluated. P6, P7, P9 and P10 responded that they participate in the school, in parent-teacher conference.

As far as the document source is concerned, there were documents that indicate the PTA participation in school management. There were files and minutes that show, that the PTA decided to purchase stationary and desks. In the minute of the PTA, number of participants and name of participants in the meeting and the substance in which decision is made is specified. The points raised at the conference is also transcribed in the minute.

The document in the school also shows that the community has contributed 130,000 birr from 2003-2007. And in labor during construction of the buildings, the community members contributed 20,000 birr within the years stated above. Totally 150,000 birr was contributed by the community members to fulfill infrastructures.

- Thus, responses from interviewees' shows that the school was managed by the PTA, and the PTA, under its leadership constructed buildings to fulfill infrastructures using subsidiary budget funded by the government and by the money contributed from the community.

Concerning the community participation in education, the Guideline For Organization of Education Management, Community Participation and Education Finance (MoE, 2002), described that the community should be involved in planning and approving the annual budget of the school, conduct education related researches enhancing education quality, fostering female student enrolment, curriculum development and evaluation, supporting the school financially and in labor, monitoring the finance and solving disciplinary problems in the school.

Accordingly, the results obtained from table 8 on community participation in general and PTA participation in particular in school management and fulfilling infrastructures, the PTA participation in planning annual program of the school and in solving disciplinary problems of the school is found to be medium. But the PTA's participation in monitoring effective distribution of finance resources,

and mobilizing the community to contribute money, and the community participation by providing money and in labor found to be high.

To indicate the strong relationship between the school and the community, John Dewey in Aggrawal (1996), described that schools should be a miniature community. There should be a living traffic with the outside worlds.

#### **4.3.2 Parents' Involvement in their Children's Education in School.**

In this section, it is attempted to assess parents' involvement in their children's education in school.

The data was collected from students. Each of the items was designed in a form of four points rating scales consisting of very rarely, rarely, occasionally and frequently and was given values 1, 2, 3 and 4 respectively. The mean values are interpreted as in "4.3.1" above. Since the student respondents are hundred, the percentage of each rating scale of the items is equal to the number of frequencies in that rating scale. Chi-square test was calculated to check whether the responses diverge significantly from the distribution to be expected by chance or not.

**Table 9:** Student Respondents' Perception on Parents Involvement in their children's Education in School

No	Practices	Responses				Mean value	Chi-square
		Very Rarely	Rarely	Occasionally	Frequently		
1	Parents know whether their children really go and what they do in school	3	7	29	61	3.48	84.80
2/	Parents participate in parent -teacher conference	11	14	29	46	3.10	30.96
3	Parents contact with their child's teacher concerning his/her academic progress and achievement	9	33	42	16	2.65	27.60
4	Parents visit their children in the classroom while they are learning	27	20	41	12	2.38	18.16
5	Family participates in special events and co-curricular activities giving service to the school	15	24	35	26	2.72	8.08
6	Parents raise money for school program	5	15	19	61	3.36	73.28
7	Parents advise their children to show good discipline in school	2	2	3	93	3.87	246.64
8	Parents respond to and participate in school program activities	8	18	32	42	3.08	27.04
	Mean frequency of percentages	10	16.63	28.75	44.62	3.08	

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In table 9, the mean values of the responses of students on their parents contact their teachers concerning their academic progress and achievement, item 3, is 2.65. This indicates that the practice is occasionally. The mean value on their parents visit them in the classroom while they are learning, item 4, that is 2.38 is low. In Item 4, 27 percent of the students' respondents replied for very rarely. This shows that, parents visitation in the classroom, where his child learns and parents contact with teacher concerning the child's academic progress were not part of the school activities.

The mean value of item 1 in table 9 which is about parents follow up to their children in the school is 3.48. With respect to the percentage 61 percent of the students' respondents replied for frequently. In this case, the parents' performance is high.

The mean value of item 2 and item 8 in table 9 are 3.10 and 3.08 respectively are nearly the same. Thus, the parents' participation in parent-teachers conference and in school program activities is medium and corresponds to occasionally.

In item 5 of table 9, respondents were asked to rate the family participation in special events and co-curriculum activities in the school. The mean value of the frequencies of the responses was found to be 2.72. This value corresponds to occasionally and 15 percent of the student respondents replied for very rarely. Thus, the participation of parents in co-curricular activities is at the lower level of medium.

Item 6 of table 9, shows that the mean value of the frequencies of responses is 3.36 and 61 percent of the student responded to frequently. This indicates that the level on parents raise money for school program is medium.

According to ESDP-III, the community is supposed to contribute labor, local materials and cash, based on its own capacity for the construction of schools, (MoE, 2005: 62).

Regarding item 5 the responses from open-ended questions, indicate that health education and traffic education were given by the community members. Thus, there are many extra curricular activities, where the community members do not participate in.

With regard to the advice given to students by parents to show good discipline in school, item 7 of table 9, the mean value is 3.87. This value is near to 4, which correspond to frequently. And 93 percent of the students' respondents replied for frequently. This shows that parents advise their children to show good discipline all the time and the parents' participation is high with respect to this issue.

The calculated chi-square for each item in table 9 is significant at 5 percent level of significance and this shows that the observed frequency in table 9 is not a result of chance factors.

Regarding the parents involvement in school in their children's education, data was also collected from principals, PTA members and parents through interview. Concerning this issue, the principals (D1 and D2) responded that: parents raise money to the school, enroll students, evaluate the curriculum at the conference and follow-up their children with respect to discipline.

Interview about parents' involvement in education was also conducted with PTA1 and PTA2, and they responded that it is through the support by money and labor of the parents, that the school upgraded from grade four to grade eight.

Parents' interviewees were asked whether or not they know their child's activity in the school. Regarding this, P3, P4 and P8 responded that they follow what their children do by going to the school compound and ask teachers. P2 and P5 responded that they follow their children's activities in the school by assessing the homework; he/she does in the exercise book. P6, P9 and P10 responded that they know what their children do in the school by asking their children

themselves. P1 and P7 responded that they go to school only when they are called due to certain academic or behavior problems of their child.

With regard to parents visit their children in the classroom all the parent interviewees responded that they do not.

Concerning money raising for school program, all interviewees responded that parents raise money for school program.

Data gathered from document sources indicated that the parents participated in parent-teacher conference but there was no document source regarding visitation by parents in the classroom. There was not also document source for parents participation in co-curricular activities and services as parent tutors.

In general the responses obtained from table 9 on parental involvement in their children's education in school shows that the involvement in follow up and advising to their children to show good discipline, and raising money for school program was high. However, parents involvement in contact with their children's teacher, visit their children in school and participation in extracurricular activities is low. Thus, by retaining the high level of their involvement, parents have to contact their child's teacher and discuss with about the students' achievement, behavior or academic problems, in order to give remedy to the problems and to encourage on the strong sides.

Regarding the importance of parent-teacher relations, Bagin (2001), described that teachers gain a direct understanding of difficulties experienced by parents, particularized experiences of children, and influences that have been determinants of their behavior. It is also stated that school visit can be very helpful to the teachers in communicating with parents of low socio economic status.

Thus, responses obtained from interviews and document sources show that, parents visit their child in the classroom, participation of parents in extra curricular activities and the continuous parents contact with their child's teacher was not part of the school program.

### 4.3.3 Parents Involvement in their Children's

#### Education at Home

In this section, parents' involvement in their children's education at home is presented, analyzed and discussed below. Parents may improve their children's academic achievement by spending more time with their children in pursuit of activities such as reading with their children, checking homework every night, talking about school matters at home. Parents can also be involved in their children's education at home, by adjusting the home environment for studying the child, in supplementing in educational materials, praising and initiating the child to learn. Regarding the importance of participating parents in the students' homework, Bagin (2001), stated that an intelligent parent who takes an interest in homework knows whether or not assignments are worthwhile and reasonable.

Table 10 shows, the responses of student respondents on the parent involvement in their education checking their homework every night, talking about school matters at home, monitoring them and organizing their daily activities, reducing workload, providing relevant educational materials and praising them when they get good result.

In items 1, 9 and 10, the mean values of the frequencies of the students are 3.30, 3.42 and 3.44 respectively. These values are near to 3. Thus, parents give comment on their children's homework, praise their children when they get good result and develop a schedule to their children occasionally. Regarding the practices of parents in guiding and monitoring their children in organizing their daily activities and guiding and helping their children in assignments and projects that require parents involvement, that is item 4 and 7 the mean values are 3.45 and 3.49. This shows that, in items 4 and 7, parents involvement is medium.

The practices of parents in items 2, 3, 5, 6 and 8 are high. Because the mean values are greater than 3.5. This shows that parents talk about educational

values at home to their children, encourage and help their children to achieve better, initiate their children to study hard, reduce work load at home and provide their children sufficient supplementary educational materials frequently. With regard to encouragement of parents to their children 90 percent of the students responded for frequently.

The chi-square test for each item in table 10 is significant at 5 percent level of significance. Thus, the data in table 10 is not a result of chance factor.

The findings from the quantitative data were crosschecked through data obtained by interviewing parents. Accordingly, P2, P3, P4 P8 and P9 responded to the interview that they reduce workload to their children at home and interviewees, P3, P5 and P10 responded that they help their children in their homework at home. With regard to supplying their children in supplementary relevant educational materials, advising to study hard and encouraging their children to achieve better, all interviewed parents responded that they do.

**Table 10:** Student Respondents Perception on Parents Involvement in their children's Education at home

No	Practices	Responses				Mean value	Chi-square
		Very Rarely	Rarely	Occasionally	Frequently		
1	Parents give comment after evaluating their children's homework	3	14	33	50	3.30	51.76
2	Parents talk about educational values at home to their children	3	7	13	77	3.64	146.24
3	Parents encourage and help their children to achieve better in their learning	0	5	5	90	3.85	226
4	Parents guide and monitor their children in organizing their daily activities	2	9	31	58	3.45	76.4
5	Parents initiate their children to study at home	5	5	12	78	3.63	151.12
6	Parents reduce work load to their children at home	3	9	14	74	3.59	133.2
7	Families guide and help the students in their assignment and projects that require their involvement	6	5	21	67	3.49	100.08
8	Parents provide their children sufficient and relevant supplementary educational materials	2	5	4	89	3.80	218.64
9	Family praises its children when they get good result	5	7	29	59	3.42	75.84
10	Parents develop to their children a schedule for studying at home.	8	5	22	65	3.44	91.92
	cumulative percentage	3.7%	7.2%	18.4%	70.7	3.56 (GMV)	



Generally, the responses obtained from table 10, on parents involvement in their children's education at home is high. Therefore, though the bond between parents and the school is limited to certain activities, the parents' involvement in fostering their children's learning at home is encouraging. Regarding this Castle in Aggrawal described the importance in education as "It is simply the home than the school that determines the quality and direction of the child's life and that the teachers' work is fulfilled or destroyed, for good or ill, of this major factor of the education of any child---", Aggrawal (1996: 115-116). Furthermore, it is described that parent involvement in learning activity at home is one of the Epstein's six typology which states that teachers collaborate with parents in supporting children learning at home. In this activity teachers coordinate home and classroom learning and provide enrichment activities. It is also stated that a wise father is more than hundred school masters. The mothers face is the child's first lesson-book, (Arggrwal, 1996, Barbour, 1997). Cotton's (2001) research indicates that the more activity forms of parents' involvement produce greater achievement benefits than the more passive ones. Thus, parents should fulfill the basic needs to their children, and support and guide in their learning at home. They should supply their children educational underpinnings.

#### **4.4 Factors Affecting Community Participation in**

##### **Schools**

Among the various factors that hinder community participation, in the school program cited by the informants of this study are: Poverty, lack of awareness, time constraint, lack of emphasis from the side of the school administration, lack of acceptance to the parents decision and incompatibility of work schedule of parents and the school. All the informants that is, the principals, teachers PTA members and parents stated that poverty or low economic status as one of the obstacles to community participation in school program activities. In this

section the responses of the principals, teachers, PTA members and parents is presented and described.

#### **4.4.1 Low economic background (poverty)**

Regarding the effect of low economic back ground on parents involvement, Payne (1997), cited in Molnar (2006) states that, the poor either consider themselves unworthy, or they are too oppressed or too disinterested; where as the rich can afford private education, if they are at odds with public system.

In this study D1 and D2 responded that, the main obstacle of parents' involvement in education was low economic background. They described this as many parents are volunteer to raise money to fulfill the infrastructure, but the reason not to raise is poverty. Also they couldn't participate in the conference as expected, because most of them earn money being a day laborer.

Parents in poverty can't also supply the necessities to the child's learning at home. Concerning this Aggrawal (1996), described that, unhygienic, living and overcrowded at home affects the rate of learning and the general response of the child.

#### **4.4.2 Lack of Awareness**

With regard to awareness, it refers to the empowerment of parents to be involved in school affairs. Lack of awareness in this regard is then, lack of orientation or training to the parents on how to participate in the school program activities. The teacher respondents, described in the open-ended questions as the community does not understand that the ownership of the school is of its own. The PTA members also responded that, the level of understanding of the community that the school is mainly the society's ownership is low. Thus the attempt to be involved in the school's program activities by arranging the personal issues is not the extent the school expects.

Regarding the influence of lack of awareness of parents in parents' involvement in education, Molnar (2006), stated that inadequate parents training in the

various aspects of education is a barrier to parents' involvement in local school governance. He also stated that the lack of expertise is clearly a reason why curriculum and instruction issues were not addressed by parent councils. Lack of awareness in parents might be due to communication barriers. Communication barriers arise when the idea is not accurately communicated to the community.

Thus, parents should be trained by arranging workshops on parents' involvement in school works. The responsibility for training parents is then shouldered on the principals. That is the principals together with the PTA should plan a special workshop to parents regarding parents' involvement in school work, on the helping their children in education in school and at home.

#### **4.4.3 Time constraint**

Time constraint has been stated as an obstacle to parent involvement in school work by the principals and parents interviewees. The teachers also pointed out in the open-ended questions that time constraint was an obstacle to parents' involvement in school work.

From the parents' interviewees two teachers and policeman interviewees responded that office hours in their occupation and the school schedule are at the same time. So they pointed out that they couldn't be involvement in school work due to time incompatibility.

However, many scholars and researchers do not agree with the idea that time constrain is an obstacle to parent involvement in school works. They argue that time is available if there is an increased level of commitment place upon it. Convey (1989), in Molnar (2006), pointed out that time is not the real issue, it is the level of commitment that determines where time is spent. Molnar (2006) also supported Convey's stand by stating, "If lack of time continues to restrict parent involvement it may be an indicator of deeper problem." Molnar described that issue that parents claim may be lack of awareness of the benefits of parent involvement in their child's education.

#### 4.4.4 Lack of Emphasis from the School Administration

Responses obtained from teacher respondents in the open-ended questions indicate that the school had no plan to parent involvement in parent-teacher relations, the way parents help their child at home in learning. The school also had not conducted special workshop for parents on parent-school relations. The teachers also indicated that the level of encouragement parents to participate in school affairs is low. They also cited that when parents are asked to raise money it should be by persuasion.

Thus, the extent the school initiates the community to involve in school work as to the teachers responses and it must upgrade its efforts to participate the community in school works.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

This section of the report deals with the summary of the major findings, conclusions drawn based on the analysis of the data collected and recommendations

#### 5.1 Summary

The purpose of this study was to investigate the community participation in primary school curriculum implementation in Aksum town, the case of Megabit 18 elementary school. The study was designed with the objectives:

1. To assess the school's practices in participating the community in the primary school curriculum implementation
  - 1.1 PTA'S leadership role, level of decision.
  - 1.2 Cooperating the community to support the school in the provision of educational expenditure
  - 1.3 Parents involvement in the teaching-learning process.
2. To investigate community participation in school management and in fulfilling infrastructure, and parents involvement in their children's education in school and at home.
3. To examine the commitment and awareness of teachers to participate parents supervise their children in school
4. To identify factors that influence community participation in primary school curriculum implementation.

To achieve these objectives, the study was designed to find answers for the following basic questions.

1. How are the school's efforts in participating the community in general and parents in particular in primary school curriculum implementation in Megabit 18 primary school?
2. To what extent is community participation practiced in the curriculum implementation in Megabit 18 Primary School?
3. Do the teachers and principals in the school have commitment and awareness to participate the community in the curriculum implementation?
4. What factors influence community participation in primary school curriculum implementation?

The data sources were the principal and vice principals of the school, teachers, students, PTA members, parents and document sources. Both probability and non-probability sampling was used to select the informants. The teachers and PTA members were selected by simple random sampling and the students by systematic sampling, the principals and parents were selected by purposive sampling. The respondents were two principals, 20 teachers, 100 students, two PTA members and ten parents.

Close-ended questionnaires were used for the students and open-ended and close-ended questionnaires were used for teachers. Interview was conducted with the principals of the school, PTA members and parents.

The data gathered from teachers and students was tallied in to frequencies, and the percentages and mean values was calculated. Data obtained from interviews and document sources were used to supplement the data collected from questionnaires. The major findings of the study are summarized as follows:

1. The school's practices in involving the community in the school management, that is the practices of the school to participate the community by;

- Organizing representative committees and involve in the school management conducting formal conferences with parents twice a year was found to be high
- Evaluating the school management and curriculum implementation at the parent-teacher conference was found to be medium.

2. The schools practices in upgrading school-parent relations.

The schools effort in this issue was generally found to be low except in some practices which were medium. That is the school's practices in;

- Providing parents clear information about the curriculum assessments, students' achievement levels and report cards, and providing parents opportunities to visit the school were medium, but
- Letter communication with parents, providing parents workshops on school related issues, parents home visitation by teachers, and encouraging to share their experience with students as part of classroom activities were low.

3. The schools practices in involving parents in parent-teacher cooperations.

The school's efforts in fostering parent-teacher cooperation were found to be at different levels in different activities. The efforts of the school in involving parents was found to be;

- Low in sending students work for parents comment on their children's homework, and creation of awareness in parents about reading at home,
- Medium in asking parents by teachers for information about their children's goals, strengths and talents, and in providing information to parents by teachers on how to monitor and discuss school work at home and
- High in contacting parents of students having academic or behavior problems with teachers.

4. Community participation in school management and in fulfilling infrastructures.

The PTA members participation in school management, planning annual program and in the activities of the school program, and in solving disciplinary problems caused by students were found to be medium. But participation of PTA members in monitoring effective distribution of financial resources for different school program activities, and mobilizing the community to contribute money for classroom construction were high. So also the community members participation in money contribution was found to be high.

5. Parents involvement in their children's education in school was found at different levels of participation in the activities attempted to assess parent's involvement by ways of:

- Visiting their children in the classroom while learning was low and by ways of:
- Follow-up what their children do in school
- Participating in parent-teachers conference
- Contacting their child's teacher
- Participating in co-curricular activities
- Raising money for school program and
- Responding to and participating in school program activities were medium.

And parents' involvement by ways of advising their children to show good discipline in school was found to be high.

6. Parents' involvement in their children's education at home.

Parents' involvement in this category of activities is better than the activities observed in the other categories of activities. Thus, parents involvement by ways of:

- Giving comment after evaluating their children's homework,
- Guiding and monitoring their children in organizing their daily activities, guiding and helping their children in their assignments and projects.
- Praising their children when they get good result, and
- Developing a schedule to their children for studying at home were medium

And

- Talking to their children about educational values at home.
- encouraging and helping their children to achieve better in their education,
- Initiating their children to study at home
- Reducing workload to their children at home, and
- Providing their children sufficient and relevant supplementary educational materials were high.

#### 7. Major factors affecting community participation in schools

The findings from interviews and open-ended questionnaires indicate that the factors affecting community participation are lack of awareness and time constraints. Thus, the major factors as responded by the teachers, principals, PTA members and parents were :

- i. Low economic background
- ii. Time constraint
- iii. Lack of awareness
- iv. Lack of emphasis from the side of the school administration
- v. Lack of acceptance to the parents' decision from the side of school administration
- vi. Lack of training from the side of teachers and parents

## 5.2 Conclusions

Based on the analysis and findings of the study, the following conclusions are drawn.

- The school's efforts in organizing structures that enable to participate the community is high. But the effort is limited to organizing the structures. There should be continuous follow-up of the performances of the committees and evaluation of the school management and curriculum implementation.
- School's practice on school-parent relations is low. Workshop is not given to parents on school related issues. Letter communication of teachers with parents is low. In order to upgrade school-parent relations, there should be continuous communication with parents.
- Parent-teacher cooperation in the school is low. Teachers contact parents frequently, only when academic or behavior problems is encountered in the student. Identifying the student's goals, Strengths and talents of the students together with parents is not adequate.
- PTA members participation in monitoring financial resources distribution effectively and mobilizing the community to contribute money is high but the PTA's participation in school management, planning annual program and solving disciplinary is not adequate.
- Though all of the problems of fulfilling infrastructures are not solved, participation of the community in money contribution is high.
- Parents' involvement in their children's education in school is low. It is limited to advising their children to show good discipline in school. The parents' involvement in school regarding their children's education should be alounded participation and should be continuous.
- The support of parents to their children's education at home is high.
- Generally curriculum implementation is collaborative work. Thus the individual effort (teachers, school administration, parents) cannot upgrade the quality of education.

- It is found that there are different factors that hinder community participation in curriculum implementation, but these all factors can be improved through training and creating awareness in the teachers and parents.

### **5.3 Recommendations**

Based on the findings and conclusions presented above, the following recommendations are suggested:

1. Curriculum implementation needs a cooperative effort of the school administration, teachers, parents and the students. Therefore, in order to enhance the awareness of teachers to perform with parents collaboratively, Aksum Education office should design and conduct trainings to teachers on parent-teacher cooperation and school-parent relations in the school. Because, in this study it was found that teachers contact student's parents only when problem on the student is encountered.
2. The school administration should design and arrange workshops to parents on how they contact the teachers of their children concerning the child's academic progress and on other school related issues. The parents also have to have understanding that the school-parent cooperation is for mutual benefit. It is also found in this study that the factors that limit parents from participation in school program activities were time constraint and low economic background. These problems are arose due to lack of awareness (Molnar, 2006). Thus the problems of time constraint and low economic background as obstacles to participate in school program may be simplified through workshops to parents.
3. The school has to give emphasis to parents' participation in the curriculum implementation in addition to money contribution and financial resource distribution. Thus, the school has to have a special plan and monitoring system for the parents' participation in their children's education.

4. Among the education packages of 2005 that the ministry of education has issued to be implemented, the "School Improvement program" may enhance the community participation in curriculum implementation. Because this program focuses on: school leadership and management, school-parent and community partnership and student-centered learning (MoE, 2005). Thus, the school has to begin this new program in order to upgrade community participation in curriculum implementation.
5. Finally, the researcher suggests further studies on:
  - Parents' involvement in school
  - Teachers' roles in parents involvement in schools and on other related issues.

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**APPENDIX A**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**SCHOOL OF GRADUATE STUDIES**

**Questionnaire to be filled by the teachers in the school**

**Objectives of the Questionnaire:**

The purpose of this questionnaire is to collect data on the performance of community participation in the primary school curriculum implementation, and to provide insight about possible future directions and needed improvements. Please, read each of the items carefully and give the response that corresponds to the situation in your school and your activities.

Thank You for your cooperation

I. Information about the respondents

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Educational Qualification
  - A. TTI \_\_\_\_\_
  - B. Diploma \_\_\_\_\_
  - C. If other Specify \_\_\_\_\_
4. Years of service in teaching \_\_\_\_\_
5. Your responsibility in the school in addition to teaching
  - A. Unit leader \_\_\_\_\_
  - B. Department head \_\_\_\_\_
  - C. If other specify \_\_\_\_\_
6. Period allotment per week \_\_\_\_\_

## II. Scoring Explanations

1. Not occurring the activity does not happen at all
2. Rarely: the activity occurs in only one or two grade levels/ classes
3. occasionally: the activity occurs in some grade levels/ classes
4. Frequently: the activity occurs in many (all) grade levels /classes.

Give your response by encircling the number that corresponds to the response that closer to your perception.

No	Item	Response			
		Very rarely	Rarely	Occasionally	Frequently
		1	2	3	4
1	Your school provides parents meetings, workshops and trainings on school related issues and child development.	1	2	3	4
2	You ask parents for information about their children's goals, strengths and talents.	1	2	3	4
3	You make home visit to help parents understand the school and the school to understand parents.	1	2	3	4
4	You send students work weakly or monthly for parents review and comment on.	1	2	3	4
5	You provide parents clear information about the curriculum assessments, achievement levels and report cards.	1	2	3	4
6	You contact parents of students having academic or behavior problems.	1	2	3	4
7	You use letter communication with parents.	1	2	3	4
8	Your school provides a parent opportunities to visit the school	1	2	3	4
9	You encourage parents and the community members to share their scales experience with students as part of classroom activities.	1	2	3	4

	share their scales experience with students as part of classroom activities.				
10	You provide information to parents/ guardians on how to monitor and discuss school work at home.	1	2	3	4
11	You make parents aware of the importance of reading at home, and ask parents to listen to their child read or read aloud with their child.	1	2	3	4
12	Parent gave comments frequently on their children's homework performance.	1	2	3	4
13	Your school organizes PTA, SiC, teacher's Association, Girl's club and students' council.	1	2	3	4
14	Your school conducts a formal conference with parents at least twice a year	1	2	3	4
15	Evaluation of the school management and curriculum implementation is discussed at the parent teacher conference	1	2	3	4
16	PTA members participate in school management, planning annual program and in the activities of school program	1	2	3	4
17	Your school's PTA participate in monitoring effective distribution of financial resource for different school program activities	1	2	3	4
18	Your schools PTA mobilizes the community to contribute money for building classrooms and to help in labor in construction	1	2	3	4
19	PTA participates in solving disciplinary problems that might be caused by students.	1	2	3	4
20	The community members participate in providing money and in labor to fulfill the infrastructure.	1	2	3	4

III. Please, give more suggestion on the basis of the following points.

- i) Some people say that the task of education needs professional training and they consider the involvement of parents and communities in teaching-learning process as has no importance. What is your opinion regarding the involvement of parents and communities to take part in teaching-learning process?
- ii) If you think that there are practices on parents and communities involvement in school program, what are the major activities that the parents and communities are involved in?
- iii) If you think that there are limitations on the involvement of parents and communities in your school programs, what are the major factors you think limited the involvement efforts.
- iv) What do you suggest for the improvement of community participation in the curriculum implementation in your school?

**APPENDIX B**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION**

**SCHOOL OF GRADUATE STUDIES**

**Questionnaire to Be Filled by Students about the  
Involvements of Parents in Their Learning**

**Directions:**

The following items are related to your parents involvement in your education at home and at school. Please read each of the items and give response about your parents (guardians) or families (whom you are living with) about their assistance in your learning by encircling the number that corresponds to the response closest to your perception.

**I. Information about respondents**

Age \_\_\_\_\_ Sex \_\_\_\_\_ Grade level \_\_\_\_\_

**II. Educational status of respondents parents or guardians**

Please tick with sign (✓) in the box that indicates the educational status of your parents or guardians and families

<b>Father</b>	<b>Mother</b>	<b>Elder brothers and sisters</b>
Illiterate <input type="checkbox"/>	Illiterate <input type="checkbox"/>	Illiterate <input type="checkbox"/>
literate <input type="checkbox"/>	literate <input type="checkbox"/>	literate <input type="checkbox"/>
Grade four <input type="checkbox"/>	Grade four <input type="checkbox"/>	Grade four <input type="checkbox"/>
Grade eight <input type="checkbox"/>	Grade eight <input type="checkbox"/>	Grade eight <input type="checkbox"/>
Grade twelve <input type="checkbox"/>	Grade twelve <input type="checkbox"/>	Grade twelve <input type="checkbox"/>
Diploma <input type="checkbox"/>	Diploma <input type="checkbox"/>	Diploma <input type="checkbox"/>
Degree <input type="checkbox"/>	Degree <input type="checkbox"/>	Degree <input type="checkbox"/>

**II. Occupational status of respondents' parents or guardians, if literate**

i) Father a) civil servant

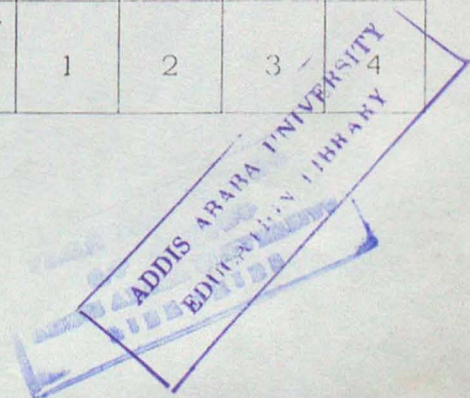
b) private work

ii) Mother a) civil servant

b) private work

iii) Give your response by encircling the number that corresponds to the response that closer to your perception.

No	Item	Response			
		Very rarely	Rarely	Occasionally	Frequently
		1	2	3	4
1	Your parents give comments after evaluating your homework.	1	2	3	4
2	Your parents talk about the educational values at home.	1	2	3	4
3	Your parents encourage and help you to achieve better in your learning.	1	2	3	4
4	Your parents guide and monitor you in organizing your daily activities.	1	2	3	4
5	Your parents know whether you really go and what you do in the school.	1	2	3	4
6	Your parents initiate you to study at home.	1	2	3	4
7	Your family reduces your work load at home.	1	2	3	4
8	Your parents participate in parent -teacher conference.	1	2	3	4
9	Your parents contact with your teacher concerning your academic progress and achievement.	1	2	3	4



10	Your parents visit you in the classroom while you are learning.	1	2	3	4
11	Your families guides and help you in your assignment and projects that require their involvement.	1	2	3	4
12	Your parents provide you sufficient and relevant supplementary educational materials.	1	2	3	4
13	Your parents advice you to show good discipline at school	1	2	3	4
14	Your family praises you when you get good result.	1	2	3	4
15	Your parents respond to and participate in some school programs activities.	1	2	3	4
16	Your family participates in special events and co-curricular clubs, giving service to the school.	1	2	3	4
17	Your parents raise money for school program.	1	2	3	4
18	Your parents develop to you schedule for studying at home.	1	2	3	4

**APPENDIX C**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**SCHOOL OF GRADUATE STUDIES**

**I. Interview guide to Principals**

1. Does your school have organizational structures to participate the community in the school activities? What are they?
2. What strategies do you use to participation the community in curriculum planning, curriculum evaluation and in leadership?
3. Does your school provide parents workshops and trainings on school related issues and developments? How?
4. What are the communication mechanisms of the school with parents?
5. How do you encourage the teachers to communicate with parents about the curriculum plans, expectations for homework, and how parents can help?
6. Some people say that the task of education needs professional training and they consider the involvement of parents in teaching-learning process has no importance. What do you suggest regarding the involvement of parent to take part in teaching-learning process?
7. To what extent does the PTA involve in school leadership? Resource mobilization?
8. Have you taken any training course on how to involve parents and communities in instructional process? What do you comment regarding training of principals on the how of the involvements of parents and communities in school program?
9. What are the major activities that the parents and communities involved in the school program?

10. ✓ Have you conducted an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills, talents with school and classroom needs? How was it found?
11. What factors influence the involvement of parents and communities in school program?
12. If you think that there are factors, which limited involvement efforts, what do you suggest for the improvement of parent -school partnership for the development of students achievement?

## **II. Interview    Guide to PTA members**

1. You as community representative, do you participate in planning, evaluation and decision-making in the school program? How?
2. You as community representative, do you participate in school action team in planning, developing strategies and activities on the involvement of parents and communities? How?
3. ✓ What are the issues incorporated in the school plan?
4. you as community representative, have you made conferences with school and communities regarding how parents assist and monitor their children at home and at school such as in homework, reducing children's work load, visiting children at school and provision of educational materials?
5. Are there volunteers of free service givers from parents and community members as tutors or teacher aid at school?
6. what do you comment on the ways school improvement committees planning, monitoring, evaluating and reporting process to the parents about the improvement of the student's achievement?
7. ✓ What is the advantage of parents' involvement in the school's program activities?
8. What are the major activities that the parents and communities are involved in?

9. What factors influence the involvement of parents and community in school program?
10. If you think that there are factors limited the involvement efforts, what do you suggest for the improvement of community participation, particularly parent-school partnership for the development of student achievement?

### **III. Interview guide to parents**

1. Do you know what your child (children) daily learn, the strategies and assessment process activities in the school?
2. Is your home environment conducive for your child (children) to study. That is in reducing work load, attending and monitoring their work, assisting in home works and projects and providing necessary materials for their learning?
3. Do you make contacts with your child's (children's) teacher (s) to discuss regarding you children teacher(s) to discuss regarding your children school is progress, achievement or school program activities?
4. ✓ Do you visit your child in classroom while learning?
5. what are the systems of communication with you that the school developed?
6. ↵ What are the activities of the school program you involved in?
7. Have you taken orientations how to work with the school? How?
8. What do you think that the role of parents and communities in assisting their children learning?
9. What do you think to be improved on the parts of the school, parents and communities so that they work collaboratively on children's educational improvement and development?
10. If you think that there are factors that limit the involvement efforts from the side of parents, what do you suggest for the improvement of

parent-school collaboration for the development of student achievement?

#### **IV. Checklist of Documents Sources Regarding to Community Participation**

1. There is a school policy that incorporates community participation
2. Based on the policy, committees are organized;
  - PTA
  - School Improvement committee
  - Students' Council
  - Women's club
  - Teachers' Association
3. Each committee has:
  - Guide line
  - Regulation
  - Annual plan
  - Meeting Schedule
  - File
4. Documents that show parent participation in:
  - Their children's assignment
  - Parent teacher conference
  - Feedback on the progress report of their children
  - Extra curricular activities
  - Decision-making as PTA members (minutes, files, reports)
  - Classroom visits
  - Curriculum, planning and evaluation
  - As tutors
  - Field trips

- Workshops or orientations given to parents
  - Money contribution for construction
  - Labor contribution for construction
  - Volunteer programs (classroom volunteers, parents as teacher aids)
5. Communication mechanisms,
- Plan
  - Meeting
  - Letters to parents
  - Progress reports to parents
  - Bulletin
  - Report card
  - News letters
  - Home visiting by teachers
6. Participation of the school for community service,
- Teachers in adult education
  - Students in adult education
  - Students as traffic monitors
  - School community in planting seedlings
  - School community in Nurturing seedlings
  - School community in Sewage disposal
  - School community in Cleaning street
7. Buildings constructed and furniture purchased by community fund raising.
- No of classrooms
  - No of desks
  - No of classrooms maintained
  - Latrines

- Office
- Library
- Pedagogical centre
- Laboratory

## **V. Checklist of observation regarding the performances done by community participation**

1. Number of classrooms constructed from the community funds.
2. Number of desks fulfilled by the community
3. number of classes as
  - office
  - laboratory
  - pedagogical center
  - latrine
4. Fences of the school compound
5. Black boards
6. doors
7. Classrooms maintained
8. chairs
9. tables
10. parents as classroom volunteers
11. parents as tutors

APPENDIX D

ዩኒቨርሲቲ አዲስ አበባ

ኮሌጅ ስነ-ትምህርት

ቤት ትምህርቲ ድህረ ምረቃ መረጃ-ግብር

በቲ ቤት ትምህርቲ መምህራን ዝምላእ መጠይቕ

ዕላማ እቲ መጠይቕ

ዕላማ እዚ መጠይቕ እዙይ ኣብ ትግበራ ቀዳማይ ብርኪ ስርዓተ ትምህርቲ ናይ ሕብረተሰብ ተሳትፎ ኣፈፃፀማ መረጃታ ንምእካብን ንቐፃላይ ዘድሊ መመሕያሽ ሓበርቲ ሓሳቦት ንምቕራብን እዩ። ስለዚ እዞም ዝስዕቡ ሕቶታት ብጥንቃቄ ብምንባብ ነቲ ኣብ ቤት ትምህርቲ-ቶም/ተን ዘሎ ንጥፈታትን ኩንታትን ዝመሳሰል ዝሓዘ ቁፅረ ብምኽባብ ምላሻም/ ምላሽን የቐምጡ/ጣ።

ንትሕብብረን/ሮም ብቐደምነት አመሰግን

፩. ሓበሬታ ብዛዕባ ምላሽ ወሃብቲ

1. ዕድመ \_\_\_\_\_

2. ፆታ \_\_\_\_\_

3. ደረጃ ትምህርት

ሀ. ቲቲአይ       ለ. ዲፕሎማ       ሐ. ካልእ እንተሃልዩ ይግለፁ

4. ዘመን ግልጋሎት ብመምህርነት \_\_\_\_\_

5. ካብምስትምሃር ወፃኢ ኣብዚ ቤት ትምህርቲ ዘለዎም/ን ሓለፍነት

ሀ. መራሕ ዩኒት       ለ. ሓላፊ ዲፓርትመንት       ሐ. ካልእ እንተሃልዩ

6. ሰሙናዊ ፃውራ ክፍለ ጊዜ \_\_\_\_\_

፪. ኣወሃህባ ነጥቢ

1. ምንም: እቲ ንጥፈት ምንም አይረከን

2. ሓልሓሊፉ: እቲ ንጥፈት ኣብ ሓደ ወይክልተ ደረጃ ክፍሊታት ይረከዩ።

3. ሓደሓደ ጊዜ: እቲ ንጥፈት ኣብ ብዝሕ ዝበሎ ደረጃ ክፍሊታት ይረከዩ

4. ብተደጋጋሚ: እቲ ንጥፈት ኣብ ብዙሕ /ኩሎም/ ደረጃ ክፍሊታት ይረከዩ።



ነቲ ዘለዎም ግንዛብ ይቐርብዎ ዝበለ-ዎ/ኦ ዘሓዘ ቁፅረ ብምክባብ ምላሽ/ን የቐምጡ/ባ

ተ.ቁ	ዝርዝር መጠይቕ	ምላሽ			
		ምንም	ሓልሓሊ-ፉ	ሓይ ሓይ ጊዜ	ብተደጋጋሚ
		1	2	3	4
1	ቤት ትምህርትኹም ምስ ቤት ትምህርቲ ኣብ ዝተዛመደ ጉዳይያትን ምዕባለ ተማሃሮን ንወለዲ ኣኹባ፣ ስልጠናን ወርክሾፕን የዳሉ እዩ።	1	2	3	4
2	ንወለዲ ብዘዕባ ናይ ደቆም ሸቶ፣ ጥንካረን ዝንባለን ሓበሬታ ንምርካብ የሓቱ/ታ እዩ-ም/የን	1	2	3	4
3	ወለዲ ብዛዕባ ቤት ትምህርቲ ክርድኡ፣ ቤት ተምህርቲ ብዛዕባ ወለዲ ግንዛብ ክህልዎም ንምሕጋዝ ናይ ተማሃሮ ገዛ ይሪኡ' የም/የን (visit)።	1	2	3	4
4	ናይ ተማሃሮ ስራሕ ወለዲ ሪኦም ሪኢቶኦም ክቐምጡ-ሉ ኣብ ሰሙን ወይ ኣብ ወርሒ ይልእኹ የም/የን።	1	2	3	4
5	ብዛዕባ ስርዓተ ትምህርቲ ገምጋም፣ ውዕኢት ተማሃሮን ሪፓርት ካርድን ንወለዲ ሓበሬታ ይህቡ/ባ እዩን/ እዩም።	1	2	3	4
6	ናይ ኣካዳሚ ወይ ባህርይ ፀገሞ ምስዘለዎም ናይ ተማሃሮ ወለዲ ርክብ ይገብሩ/ሩ እዩን/የም	1	2	3	4
7	ምስወለዲ ርኻብ ደብዳቤ ይጥቀሙ የም/ ማየን	1	2	3	4
8	ቤት ትምህርቶም/ተን ወለዱ ኣብ ቤት ትምህርቲ ዘሎ ምንቅስቃሽ ክምልከቱ ዕድል ይፈጥርዩ።	1	2	3	4
9	ወለዲን ካልእት ኣባላት ሕብረተሰብን ዓቕምም ብዘፈቀደ ኣብ ክፍሊ ተሞክሮ ከካፍሉ ያተባብዳያን/ ዑዩም።	1	2	3	4
10	ንወለዲ/መዕበይቲ ብዛዕባ ደቆም ኣብ ቤት ትምህርቲ ዝተማሃሩዎን ዝሰርሑዎን ክመይ ክምዘቆገፀሩን ክምዘመያየጡን ሓበሬታ የትርገዩን/ቡዩም።	1	2	3	4

11	ንወለዱ ኣብ ገዛ ናይምንባብ ቐምነትን ደቆም እንተንብቡ ክሰምዑዎምን ግንዛቤ ጩጥራጠም የን/ሩሎም ዮም። ከምኡ ንክገብሩ ውን የሓተኦም የን/ቱዎም ዮም።	1	2	3	4
12	ወለዱ ብዛዕባ ኣፈፃፅማ ገዛዕዮ ደቆም ብተዳጋጋሚ ረኢቶ የቐምጡዮም።	1	2	3	4
13	ቤት ትምህርትኹም ወ.መ.ሕ.፣ ምምሕያሽ ቤት ትምህርት፣ መሰረታዊ ማሕበር መምህራን፣ ደቂ ኣንስትዮ ክለብን ተማሃሮ ካውንስልን ይውድቡዮ።	1	2	3	4
14	ቤት ትምህርትኹም እንተነኣሰ ኣብዓመት ክልተኹብ ምስ ወለዱ ስሩዕ ገብኤ የካይድዮ።	1	2	3	4
15	ኣብ ወ.መ.ጉ ገምጋም ስራሕ ኣመራርሓ ቤት ትምህርቲን ኣተገባብራ ስርዓተ ትምህርቲ ይግቢርዮ።	1	2	3	4
16	ናይ ወ.መ.ሕ ኣባላት ኣብ ኣመራርሓ በት ትምህርቲቲን፣ ምትላም ዓመታዊ ትልሚን ንጥፊታት መርሃ-ግብረ ቤት ትምህርቲን ይሳተፉዮም።	1	2	3	4
17	ናይ ቤት ትምህርትኹም ወ.መ.ሕ ኣብ ናይ ገንዘብ ናብ ዝተፈላለዩ ናይ ቤት ትምህርቲ መርሃ-ግብረ ንጥፊታት ዝግቢር ድልድል ቁፅዕር ይሳተፉዮም።	1	2	3	4
18	ናይ ቤት ትምህርትኹም ወ.መ.ሕ ሕብረተሰብ ንህንፃ መስርሒ ገንዘብ ከዋዕኡን ብጉልበት ክሕግዝን የላዓዕሉዎን የተኣኸኸቡንዮም።	1	2	3	4
19	ወ.መ.ሕ ብተማሃሮ ዝፍጠር ናይ ዲስፕሊን ፀገም ኣብ ምፍታሕ ይሳተፉዮም።	1	2	3	4
20	ሕብረተሰብ ናይ መምህራ ክፍሊ ፀገም ንምፍታሕ ብገንዘብን ብጉልበት ብምሕጋዝ ይሳተፉዮም።	1	2	3	4

፫. ኣብዞም ሲዲዮም ዘለው ነጥቢታት ዝርዝር ሓሳቦም/ቦን ይግለፁ/ፃ

1. ሓደ ሓደ ሰባት ናይ ትምህርቲ ስራሕ መያዊ ስልጠና ዞድልዮ፣ ብምኹን ድማ ኣብ ከይዲ ምምሃር ምስትምሃር ናይ ወለዱ ተሳትፎ ጥቕሚ የብሉን ይብሉ።

ብወገነን/ኖም ኡብ ምምሃር-ምስትምሃር ክይዲ ናይ ወለዲን ሕብረተሰብን ተሳትፎ ብከዝምልከት እንታይ ረኢቶ ኣለዎን/ዎም?

2. ኡብ ተግባራ መርሃ-ግብሪ ቤት ትምህርቲ ናይ ወለዲን ሕብረተሰብን ተሳትፎ ኣሎ ዝብላ/ሉ እንተኾይኖም/ነን፤ ዋና ዋና እዮም ዝብሉዎም/ ለኡም ተግባራት እንታይ ዮም?
3. ኡብ ተግባራት መርሃ-ግብሪ ቤት ትምህርቲ፤ ናይ ሕብረተሰብ ተሳትፎ ውሱንዩ ዝብሉ እንተኾይኖም፤ ሕብረተሰብ ንምስታፍ ዝግበር ፃዕሪ ውሱን ዝገብሩዎ ነገራት እንዳታይ ዮም?
4. ኡብ ቤት ትምህርትኹም ኡብ ትግበራ ስርዓተ ትምህርቲ ናይ ሕብረተሰብ ተሳትፎ ናይ ንምምሕያሽ እንታይ ክግበር ኣለዎ ይብላ/ሉ?

APPENDIX E

የኒቨርሲቲ አዲስ አበባ

ኮሌጅ ስነ-ትምህርቲ

ቤት ትምህርቲ ድህረ-ምርቃ መርሃ-ግብር

ብዛዕባ ናይ ወለዲ ተሳትፎ ኣብ ትምህርቲ፣ ብተማሃሮ ዝምላእ መጠይቅ፡፡

መብርሂ፡ እዞም ስዒቡ ዝቀረቡ ዝርዝር መጠይቓት ናይ ወለድኹም ኣብ ገዛይኹን ኣብ ቤት ትምህርቲ፣ ኣብ ትምህርቲኹም ዝገብሩም ተሳትፎ እዩ፡፡ ሕድሕድ ዝረዘር መጠይቅ ብጥንቃቄ ብምንባብ ወለድኹም ወይ ቤተሰብኩም ኣብ ትምህርቲኹም ዝገብሩዎ ሓገዝ ዝቃረብ ዘሓዘ ቁፅሪ ብምኽባብ ምላሽኩም ሃቡ፡፡

፩. ዕድመ \_\_\_\_\_ ዓታ \_\_\_\_\_ ደረጃ ትምህርቲ \_\_\_\_\_

፪. ከ-ነታት ትምህርቲ ወለዲ ወይ መዕበይቲ ምላሽ ወሃብቲ፡፡

ወለድኹም ወይም መዕበይቲኹምን ቤተሰብኩምን ዘለዎም ከ-ነታት ትምህርቲ ኣብ ወሽጡ ሳንዱቅ (✓) ምልክት ብምፅሓፍ ክተማላኽቲ ንላቦ፡፡

ኣቦ	ኣዶ	ዓበይተ ኣሕዋት ወይ ኣሓት
ዘይተማሃሩ <input type="checkbox"/>	ዘይተማሃሩ <input type="checkbox"/>	ዘይተማሃረ/ት <input type="checkbox"/>
ምሪፅሓፍ ምንባብ <input type="checkbox"/>	ምፅሓፍ ምንባብ <input type="checkbox"/>	ምፅሓፍ ምንባብ <input type="checkbox"/>
4 <sup>ይ</sup> ክፍሊ <input type="checkbox"/>	4 <sup>ይ</sup> ክፍሊ <input type="checkbox"/>	4 <sup>ይ</sup> ክፍሊ <input type="checkbox"/>
8 <sup>ይ</sup> ክፍሊ <input type="checkbox"/>	8 <sup>ይ</sup> ክፍሊ <input type="checkbox"/>	8 <sup>ይ</sup> ክፍሊ <input type="checkbox"/>
12 ክፍሊ <input type="checkbox"/>	12 ክፍሊ <input type="checkbox"/>	12 ክፍሊ <input type="checkbox"/>
ዲፕሎማ <input type="checkbox"/>	ዲፕሎማ <input type="checkbox"/>	ዲፕሎማ <input type="checkbox"/>
ዲግሪ <input type="checkbox"/>	ዲግሪ <input type="checkbox"/>	ዲግሪ <input type="checkbox"/>

፫. ወለዲ ወይ መዕበይቲ ምላሽ ወሃብቲ ዝተማሃሩ እንተኾይኖም ከ-ነታት ሰራሕ፡፡

- ኣቦ
  - ሰራሕተኛ መንግስቲ
  - ናይ ውልቂ ሰራሕ
- ኣዶ
  - ሰራሕተኛ መንግስቲ
  - ናይ ውልቂ ሰራሕ



፩. ምላሽ/ክንግንዘቦች/ኸዚ ዝመሳሰል/ዝጠፃፃም ዝሓዘ ቁፅሪ ብምኽባብ ሃብ/ቢ::

ተ.ቁ	ዝርዝር መጠይቕ	ምላሽ			
		ምንም	ሓልሓሊፊ	ሓይሓይ ጊዜ	ብተደጋጋሚ
		1	2	3	4
1	ወለዲኺ/ኻ ገዛ ዕዮኺ/ኻ ገምገሞም ረኢቶ ይህቡ 'ዮም::	1	2	3	4
2	ወለድኺ/ኸ ኣብ ገዛ ብዛዕባ ናይ ትምህርቲ ጥቀሚ ይዛረቡ 'ዮም::	1	2	3	4
3	ወለድኺ/ኻ ብትምህርትኺ/ኻ ዝበለፀ ውዕኢት ንኸተምዕኢ/እ የተባብዑኺ/ኻ እዩም::	1	2	3	4
4	ወለድኺ/ኻ ናይ እለት ተግባራትኪ/ካ ብምወዳድደ ይክታተሱኺ/ኻን ይመርሑኺ/ኻን 'ዮም::	1	2	3	4
5	ወለድኺ/ኻ ናብ ቤት ትምህርቲ ትኸዲ/ድ እንተኸይንኪ/ካን ኣብ ቤት ትምህርቲ እንታይ ከመትሰርሑ/ሕን ይፈልጡ 'ዮም::	1	2	3	4
6	ወለድኺ/ኻ ኣብ ገዛ ክተፅገዲ/ዕ የለግዕሉኺ/ኻ እዩም::	1	2	3	4
7	ቤተሰብኪ/ካ ኣብ ገዛ ዘለዎ ገዕቂ ስራሕ ብምቕናስ ንኸት ፅገዲ/ዕ የመቻኹ/ካ ይኸኪ/ካ 'ዮም	1	2	3	4
8	ወለድኺ/ኻ ኣብ ናይ ወለዲ መምህራን ጉባኤ ይሳተፉ 'ዮም::	1	2	3	4
9	ወለድኺ/ኻ ናይ ኣካዳሚ ምባላኺ/ኸን ውዕኢትኪ/ካን ብዝምልከት ምላ መምህርኪ/ካ ይራኽቡ 'ዮም::	1	2	3	4
10	ወለድኺ/ኻ ኣብ ክፍሊ እናተማሃርኪ/ካ እናሃለኺ/ኻ ምልክታ ይገብሩ 'ዮም::	1	2	3	4
11	ቤተሰብኪ/ካ ተሳትፎኡም ኣብ ዘሓትት ዕዮ ኺ/ኻ ሓገዝን ኣመራርሓን ይገብሩልኪ/ካ እዩም::	1	2	3	4

12	ወለድኸ/ኻ እኹልን ዘድሊን ናይ ትምህርቲ ናውቲ የቐርቡልኪ/ካ እዩም።	1	2	3	4
13	ወለድኪ/ኻ ኣብ ቤት ትምህርቲ ዕቡቅ ስነ-ምግባር ክተርእዩ/ዩ ይመኽርኸ/ኻ እዩም።	1	2	3	4
14	ቤተሰብኪ/ካ ዕቡቕውዕኢት እንትተምዕኢ/እ ሽልማት ይህቡኸ/ኻ እዩም።	1	2	3	4
15	ወለድኸ/ኻ ኣብናይ ቤት ትምህርቲ መርሃ-ግብረ ተግባራት ይሰተፉን ምላሽ ይህቡን እዩም።	1	2	3	4
16	ቤተሰብኪ/ካ ንቤት ትምህርቲ ግልጋሎት ኣብ ምሃብ፤ ኣብ ክለባትን ዝድለይሉ ፍሉይ ክነታትን ይሳተፉ ክዩም።	1	2	3	4
17	ወለድኸ/ኻ ንናይ ቤት ትምህርቲ መርሃ-ግብረ መፈጸሚ ናይ ገንዘብ ሓገዝ ይገብሩ እዩም።	1	2	3	4
18	ወለድኸ/ኻ ኣብ ገዛ ናይ ዕንጻት መርሃ-ግብረ የደለው ልኪ/ካ እዩም	1	2	3	4

APPENDIX F

የኒቨርሲቲ አዲስ አበባ

ኮሌጅ ስነ-ትምህርት

ቤት ትምህርቲ ድህረ-ምረቃ መርሃ ግብር

I. ንርእስመምህራን ዝቀረበ ቃለ -መጠይቕ

1. ቤት ትምህርትኹም ህብረተሰብ አብናይ ቤት ትምህርቲ ንጥፊታታ ንምስታፍ ዝተዘርገሉ መሓውራት ዶ አላሉዎ? እንተሃልዩም ዝርዝርም ይግለፁ::
2. ሕብረተሰብ ኣብ ምትላም ስርዓተ-ትምህርቲ፣ ምግምጋም ስርዓተ-ትምህርቲን ኣብ ኣመራርሓን ንምስታፍ እቲጥቀሙሎም ሜላታን እንታይ'ዮም?
3. ቤት ትምህርትኹም ኣብ ጉዳያት ቤት ትምህርቲን ምምሕያሽ ቤት ትምህርትን ዘተደረሽ ስልጠናን ወርክሾፕን ንወለዲ ይህብ ዶ? ብኸመይ?
4. ቤት ትምህርቲ ምስወለዲ ዝራኸበሉ ሜላ እንታይ ዮ?
5. መምህራን ብዛዕባ ዕለታዊ ምድላውን ኣብናይ ደቆም ገዛ ዝህቡዎ ድጋፍ ምስ ወለዲ ንክረዳድኡን ከመይ ተበራትዑዎም?
6. ሓደሓደ ሰባት ናይ ትምህርቲ ስራሕ ሙያዊ ስልጠና ዘድልዮ'ዩ፣ ብምጂኑ ድማ ኣብ ከይዲ ምምህር-ምስትምህር ናይ ወለዲን ሕብረተሰብን ተሳትፎ ጥቕሚ ዮብሉን ይብሉ:: ብወገኖም ኣብከይዲ ምምህር-ምስትምህር ናይ ወለዲን ሕብረተሰብን ተሳትፎ ዝምልከት እንታይ ሪኪቶ አለዎም?
7. ኣብ ኣመራርሓ ቤት ትምህርቲን ሓገዝ ምትእኽኻብን ናይ ወ.መ.ሕ ተሳትፎ እንታይ ይመስል?
8. ወለዲን ሕብረተሰብን ኣብ ከይዲ ምምህር-ምስትምህር ከመይ ከምዝሳታፉ ዝወሰዱዎ ኮርስ አሎዶ? ወለዲን ሕብረተሰብን ኣብ መርሃ-ግብረ ቤት ትምህርቲ ከመይ ከምዝሳታፉ ናይ ርእሰ መምህራን ስልጠና ዝምልከት እንታይ ሪኪቶ አለዎም?
9. ወለዲን ሕብረተሰብን ዝተሰተፉሎም ናይ ቤት ትምህርቲ ምርሃ-ግብሪታት፣ ዋና ዋና ዝበሃሉ እንታይ 'ዮም?
10. ናይ ፍቃደኛ ወለዲ መምህራን ድልዮት፣ ዝንባለን ሙያን ቤት ትምህርቲ ንዘደልዮም ሓገዝት ዝሰማማዕ ንምጂኑ ዝተኸየደ ዕንጻት እንተሃልዩ፣ ከመይ ረኺብኩም?
11. ወለዲን ሕብረተሰብን ኣብ መርሃ-ግብረ ቤት ትምህርቲ ንክይሳተፉ ዝፀልው ነገራት እንታይዮም ይብሉ?
12. ወለዲን ሕብረተሰብን ንምስታፍ ዝግበር ነፅሪ ብአሉታ ዝፀልው አለው ዝብሉ እንተኸይዮም፣ ናይ ቤት ትምህርቲን ወለዲን ቁርጭት (ተወዲዩካ ምስራሕ) ንምዕባይ እንታይ ክግበር አለዎ ይብሉ?

II. ንኣባላት ወ.መ.ሕ ዝቐረበ ቃለ-መጠይቅ

1. ንሶሞን ናይ ሕብረተሰብ ተወካይ ከምምዲኖም /ነን መጠን፤ ናይ ቤት ትምህርቲ መርሃ-ግብሪ ብዝምልከት ኣብ ምትላም፣ ምግምጋም፣ ምውሳንን ከመይ ይሳተፉ?
2. ንሶም/ሰን ናይ ህዝብ ተወካይ ከምዲኖም/ነን መጠን ወለዲን ሕብረተሰብን ንምስታፍ ኣብ ዝግበር፤ ምትላም፣ ስትራተጂ ምሕንጻዕ ንጥፈታት ኮሚቴዊ ምንቅስቃስ ከመይ ይሳተፉ/ፋ?
3. ኣብ ናይ ቤት ትምህርቲ ትልሚ ዝተካተቱ እንታይ ዮም?
4. ንሶም/ሰን ከምመጠን ናይ ህዝቢ ወተካይ/ት ወለዲ ንደቆም ኣብ ገዛ ዘሎ ሰራሕ 90ቂ ክቐንስሎም፤ ገዛ ዕዮ ኣብ ምስራሕ ክሕግዙዎምን ክቁጻፀሩዎምን ናውቲ ትምህርቲ ከማልኡሎምን፤ ዝምልከት ቤት ትምህርቲ ምስ ሕብረተሰብ ኣብ ዘገብሮ ጉባኤ ከመይ ይሳተፉ/ፋ?
5. ካብ ወለዲን ሕብረተሰብን ሓገዘቲ መምህራንን ፍሉይ ሓገዝን ብናፃ ግልጋሎት ዝሰርሑ ኣለውዶ?
6. ኮሚቴ ምምሕያሽ ቤት ትምህርቲ፣ ንምምሕያሽ መርሃ-ግብሪ ቤት ትምህርቲ፣ ወለዲ ንምስታፍ ዝገብሮም ብልሃታት ከም ምትላም፣ ቁፅፅር፣ ገምጋምን ሪፖርት ምግባርን ከይዲ፣ እንታይ ሪኢቶ ኣለዎም/ዎን?
7. ኣብ ንጥፈታት ናይ ቤት ትምህርቲ መርሃ-ግብሪ ንወለዲ ምስታፍ እንታይ ጠቐሚታ ይህብ?
8. ወለዲን ሕብረተሰብን ዝተሳትፉሎም ዋና ዋና ዝበሃሉ ንጥፈታት እንታይዮም?
9. ወለዲን ሕብረተሰብን ኣብ ንጥፈታት መርሃ-ግብሪ ቤት ትምህርቲ ንኻይሳተፉ ዝፀልውዎም ነገራት እንታይ ዮም?
10. ወለዲን ሕብረተሰብን ንምስታፍ ንዝግበር 90ሪ ብኣሉታ ዝፀልው ኣለው ዝብሉ/ላ እንተኾይኖም/ነን ናይ ቤት ትምህርቲን ወለዲ/ሕብረተሰብን ቁርጫት ንምዕባይ እንታይ ክግበር ኣለዎ ይብሉላ?

III. ንወለዲ ዝቐረበ ቃለ- መጠይቕ

1. ኣብ ቤት ትምህርቲ ዝግበር ንጥፈታት ከይዲ ክትትልን ወደም/ደን በቢዕለቲ እንታይ ከምዝመሃርን ይፈልጡ ደ/ጣዶ?
2. ወዳም/ን ኣብ ገዛ ንክዕንዕ ምቕዊ ሃዋህው ኣሎዶ፣ ማለት 90ኼቂ ስራሕምቐናስ፣ ኣብ ዕዮኡ ክትትልን ቁፅፅርን፣ ገዛዕዮ እንተወሃቦ ምሕጋዝን ኣቅርቦት ናውቲ ትምህርቲን ከመይዮ?

3. ብዛዕባ ናይ ውላደም/ን ውዕኢት፣ ምዕባለ ቤት ትምህርቲን ንጥፊታት መርሃ-ግብረ ቤት ትምህርትን ዝምልከት ምስናይ ውላደም/ደን መምህር ተረኺቦ/ን ይመያየጡ/ጣዶ?
4. ውላደም/ን ኣብ ክፍሊ እናተመሃረ ይመልከቱ/ታ ዶ?
5. ቤት ትምህርቲ ምስ ወለዲ ንምርኻብ ዝሓንጸዎም መራኽቢ ሜላታት እንታይ 'ዮም?
6. ንሶም/ን ዝተሳተፉሎም ንጥፊታት መደባት ቤት ትምህርቲ እንታይ 'ዮም?
7. ምስቤት ትምህርቲ ንምስራሕ ገለፃ ዝግበረ ልኩም ብኸመይ'ዶ?
8. ደቆም ንኸመሃሩ ኣብ ምሕጋዝ ናይ ወለዲን ሕብረተሰብን ግደ እንታይ'ዮ ይብሉ/ላ?
9. ወለዲ፣ ሕብረተሰብን ቤት ትምህርቲን ተወዲዶም ኣብናይ ደቀኹም ምምሕያሽ ትምህርቲን ምዕባለን ንኸሰርሑ፣ ሕድሕዶም እንታይ ከመሓይሹ ኣለዎም ይብሉ/ላ?
10. ወለዲ ንምስታፍ ዝግበር ፃዕሪ ዝድሩትዎ ነገራት ኣለው ዝብሉ/ላ እንተኾይኖም/ነን ንምምሕያሽ ሕብረት ወለዲን ቤት ትምህርቲን እንታይ ክግበር ኣለዎ ይብሉ/ላ?

**IV. ናይ ሕብረተሰብ ተሳትፎ ዝምልከት ናይ ዶክመንት ፍልፍል መዘርዘር (checklist)**

1. ናይ ሕብረተሰብ ተሳትፎ ዘካተተ ፖሊሲ ቤት ትምህርቲ ኣሎ።
2. ኣብቲ ፖሊሲ ብምድራኽ ዘተወደቡ ኮሚቴታት
  - ወ.መ.ሕ
  - ኮሚቴ ምምሕያሽ ቤት ትምህርቲ
  - ናይ ተማሃሮ ካውንስል
  - ክለብ ደቂ ኣንስትዮ
  - ማሕበር መምህራን
3. ኣብ ሕድሕድ ኮሚቴ ዝህልው
  - መምርሒ
  - ደንቢ
  - ዓመታዊ ፕላን
  - ናይ ኣኼባ ጊዜ
  - ፋይል
4. ናይ ወለዲ ተሳትፎ ዝገልፁ ዶክመንትታት
  - ኣብ ናይ ደቆም ዝዕዮ ዝሃቡዎ ግብረ መልሲ
  - ወለዲ መምህራን ጉባኤ
  - ኣብ ናይ ደቆም ምዕባለ ዝግበረሎም ሪፖርት ዘሃቡዎ ግብረ መልሲ

- ኣብ ናይ ክለብ ንጥፊታት
- ከም ኣባል ወ.መ.ሕ ውሳነ ዝወሰነሉ (ቃለ ገባኤ፣ ፋይል፣ ሪፖርት)
- ወለዲ ኣብ ክፍሊ ምልክታ
- ኣብ ምትላምን ምግምጋምን ሰርዓተ-ትምህርቲ
- ፍሉይ ሓገዝ ኣብ ምሃብ
- ዑደት ኣብ ምግባር
- ንወለዲ ዝተወሃበ ገለፃን ወርክሾፕን
- ንህንፃ መስርሒ ዝተወፀኦ ገንዘብ
- ንህንፃ ምስራሕ ብጉልበት ዝተገበረ ሓገዝ
- ነፃ ኣገልግሎት ዝህቡ ናይ ወለዲ መምህራን

5. ሜላታት መሪኽቢ

- ትልሚ
- ናይ ኣኹሳ ጊዜ
- ንወለዲ ዝተለኸኸ ደብዳቤ
- ንወለዲ ዝተለኸኸ ናይ ምዕባለ ሪፖርት
- ውዕኢት መመዝገቢ ካርድ ( )
- ጋዜጣ
- መምህራን ኣብ ናይ ወለዲ ገዛ ምልክታ

6. ቤት ትምህርቲ ንሕብረተሰብ ዝህቦ ግልጋሎት

- መምህራን ኣብ መደብ ምጥፋእ መሃይምነት
- ተማሃሮ ኣብ መደብ ምጥፋእ መሃይምነት
- ተማሃሮ ከም ትራፊክ ተቐባጥርቲ
- ናይ ቤት ትምህርቲ ማሕበረሰብ ኣብ ፈልሲ ተኸላ
- ናይ ቤት ትምህርቲ ማሕበረሰብ ኣብ ክንክን ተኸሊ
- ናይ ቤት ትምህርቲ ማሕበረሰብ ኣብ ወፍሪ ከበቢ ዕሬት
- ናይ ቤት ትምህርቲ ማሕበረሰብ ጎደናታት ምዕራይ

7. ሕብረተሰብ ብዙዎቹ ዝተሃነፁ ህጻናታትን ዝተገዘኡ ናይ ክፍሊ ውሽጢ ኣቁሑትን

- መምህራ ክፍሊ
- ዝተፀገነ ክፍሊታት
- ሸቓቕ
- ቤት ፅሕፈት
- ቤተ ንባብ
- ማእከል
- ላቦራቶሪ

V. ብሕብረተሰብ ተሳትፎ ዝተፈፀመ ስራሕቲ ዝምልከት ናይ ምልክታ (observation) መዘርዘር

1. ካብ ሕብረተሰብ ብዘተወፀኦ ዝተሃነፁ ቁፅራ መምህራ ክፍሊ
2. ብሕብረተሰብ ዝተማለኦ ቁፅራ ደብክ
3. ቁፅራ ክፍሊ ከም
  - ቤት ፅሕፈት
  - ላቦራቶሪ
  - ማእከል
  - ሸቓቕ
4. ሓፁር ቤት ትምህርቲ
5. ፀሊም ሰሌዳ
6. ማዓፁ
7. ዝተፀገነ መምህራክፍሊታት
8. ወናብር
9. ጠረጴዛታት
10. ነፃ ናይ ምስተምሃር ሓገዝ ዝህቡ ወለዳ
11. ነፃ ናይ ፍለ-ይ ሓገዝ ዝህቡ ወለዳ