IMPACT OF TEACHERS, PARENTS, PUPILS AND GOVERNMENT PARTICIPATION TOWARDS IMPROVING QUALITY OF EDUCATION AMONG SELECTED SCHOOLS IN IRINGA REGION

BY

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BED/9970/52/DF

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE AWARD DEGREE BACHELOR OF EDUCATION EARLY CHILDHOOD AND PRIMARY EDUCATION OF I.O.D.L OF THE KAMPALA INTERNATIONAL UNIVERSITY (UGANDA).

AUGUST 2008

ABSTRACT

The study on the Impact of Teachers, Parents, Pupils and Government Participation towards Improving Quality of Education among selected schools was carried in Gangilonga Ward, Iringa Municipality, Iringa region in Tanzania. The study aimed at investigating the extent to which Teachers, Parents, Pupils and Government Participate towards Improving Quality of Education through FPE as well as determining how the extent of their participation has impacted the achievement of the programme goals.

A cross sectional research design was adopted. Both quantitative and qualitative methods were used. Qualitative methods were used to obtain quantitative data. Two major tools employed gathering primary data were structured questionnaires and discussed guides.

The study revealed poor grassroots stakeholders' participation in the PEDP. The process of project identification, planning implementation monitoring and evaluation was not participatory. All the plans seem to have come from the district and the obligation of the teachers, parents; pupils were mainly limited to programme implementation.

To improve participation and hence ensure great success and sustainability the study recommends the following:-

- Children council should be established in every school, oriented on their roles and responsibilities and be encouraged, facilitated and challenged to perform their influence as per the government directives.
- A more comprehensive survey of parental involvement at school level should be conducted. Furthermore, the school should facilitate formation of parents' teachers associations.

- A consultative mechanism between the parents', school committees and local/village government should be established to ensure participation in making major school decisions.
- Education budget, which primarily focus on infrastructures needs rather than overall quality of education should be reviewed.

DECLARATION

I James Kimaru Leley do hereby to declare to the Examination Board of the Kampala International University that the work presented here is my own original work, and has not been submitted nor it is concurrently submitted for a higher degree in any other University.

Signature:.............*Fmkuf*..................

Date:..........11 –12– 2008...................

SUPERVISOR APPROVAL

I certify that James Kimaru Leley carried out Research and wrote this dissertation and submitte for examination with approval as a University Supervisor.

Signed:.........................

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Supervisor

Date:.....12TH DeC. 2008

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ACKNOWLEDGEMENT

DEDICATION

This work is dedicated to my parents Mr. and Mr. Stephen and Esther Lelei for setting the foundation of my Education. Also to my children Victor and Mercy and my late wife Everlyne ! May the Lord rest her soul in Eternal peace.

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LIST OF ACRONYMS

CSO	Civil Society Organisation
DEO	District Education Officer
ESDP	Education Sector Development Programme
GER	Gross Enrolment Rate
GER	Gross Enrolment Rate
GDI	Gender related Development Index
NGO	Non Governmental Organisation
M&E	Monitoring and Evaluation
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
PC	Planning Commission
PEDP	Primary Education development programme
PRS	Poverty Reduction Strategy
PSLE	Primary School Leaving Examination
REPOA	Research on Poverty Alleviation
UNDP	United Nation Development Programme
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE:

1.0 INTRODUCTION

1.1 Back ground of the study

The Government of Tanzania recognize the value of community participation in the implementation, monitoring and supervision of the reform process, as evidenced by the reform components such as the training of school committees and the Presidential directives on transparency in the Primary Education Development Programme (PEDP). However the level of involvement and participation of some important key stakeholders in the struggle to revive the quality of primary education still remain weak.

The goal of Improving Quality of Education as it is set in the Primary Education Development Programme approved by the Tanzania Government will be difficult to realize and sustain if the participation of stakeholders is continue to be ignored. This study aims at examining the extent and nature of participation of community, parents, teachers and students in improving quality of primary education through Primary Education Development Programme.

1.2 Statement of a problem

Since independence, Tanzania recognized the importance of Education in the overall economic and social development. Between 1970s and 1980s, the government accorded high priority to education and registered great success in Universal Primary Education (UPE). However, while enrolments increased significantly, little attention was given to quality of learning. The situation was further worsened by the economic stagnation and financial crisis in the 1980s and 1990s. "A number of resource constraints have meant that the system has been unable to sustain these achievements with a consequent decline in gross enrolment rate (GER) from a high 98% (1981 figure) to an indicative 77 %(1995 fig)."URT, (1997).p.3 This means the resources used to provide primary education influence the level of education quality. Prior to the current reform the primary education system was under resourced and characterized by overcrowded classrooms, shortage of learning materials, demotivated teachers, poor infrastructure and weak governance, which in turn have reduced enrolment and lead to poor quality.

Tanzania education reform is focusing on achieving both universal access and quality. The need to restore public confidence by providing quality education, at all level is critical. How ever this can only be successful and sustainable if there is effective participation of all stakeholders including those at the grassroots.

1.3 Purpose and significance of the study

1.3.1 Purpose/objective of the study

The objective of the study is to find out how important education stakeholders participate in improving quality of primary education in Tanzania.

1.3.2 specific objectives

a)To investigate the understanding of the grass root stakeholders (community ,parents, teachers and pupils) on the concept of quality education.

b) To examine the type ,extent and reason for participation of Gangilonga community in improving quality of education through PEDP.

c) To determine how their participation has impacted the achievement of the programme goals.

1.3.3 Significance of the study

Primary Education quality improvement is one of the priorities of the Tanzania poverty reduction strategy. A lot of resources from within and from the donor community are directed towards the same. The fact that there is increasing concern over the community

participation in the development programme, this study will contribute to the expanding literature on participation in education development programmes.

2.5 Hypothesis of the study.

The conceptual framework employed in this study is to fold focussing on both participation and education quality. Three assumptions are identified in this study in the process of developing the model that is appropriate to the study. These are: **Necessary External Inputs** (which involves parental and community support, adequate financial resources and monitoring system, sufficient teaching material and textbooks.); **Key school inputs** (This · involve student expectation, positive teachers attitudes, organised curriculum and discipline), and **Intended outcome** (which includes academic achievement, social skills, economic success and employability).

2.6 Limitation of the study

The efforts toward improving the quality of primary education through PEDP is implemented throughout the country but due to financial constraints and time the study was limited to one ward (Gangilonga) that was chosen as a case study. The study is geared toward measuring the extent of stakeholders' participation and its impact in improving quality of education. Some of the most important data like moneters value of comparison between the recourses provided by the donor through government and that of community.

CHAPTER TWO:

2.0 LITERATURE REVIEW

2.1 Educational Quality Conceptualisation

There is a lot of controversy in the meaning of educational quality concept. The concept has a different interpretation to different scholars, individuals and organisations. The controversy is due to the fact that quality is not a system element like teachers, textbooks, pupils or classrooms. There is competing or complementing standpoint on which education quality is conceptualised depending on the ones component of emphasis. According to Bergman (1996) education quality is subject to social cultural valuation. He conceptualise education quality as the level of excellence, which can be measured by established and acceptable benchmarks, and parameters of good performance Bergman, (1996)

2.2 Education Quality Parameters and Empirical Studies findings

2.2.1 Teachers and Education Quality

Nyerere (1979) maintain that it is teachers more than any other single group of people who determine attitudes towards self, other pupils, and who shape the ideas as well as aspirations of the pupils. On account of that, education quality improvement is greatly dependent, inter-alia on the role that the teachers play toward it.

How ever Illish (1971) sees this as a major false impression on which the school system is based. Illish accept that teaching, "may contribute to certain kind of learning under certain circumstances, but most people acquire their knowledge out side school..." Illish, (1971), Ibid, p.78. In perspective, teachers are very important in the learning process at nursery and primary level where the learners need a lot of directives and assistances but this dependence tends to decrease as the learner's advances.

2.2.2 School Functioning

School functioning involves the school climate, school management, community-school relationship, supervision and monitoring of the school system. These features are necessary to facilitate improvement of education quality. Management is one of the core inputs in education achievement. Miklos (1975) and Mosha (1980) maintain that school management relates to all activities, which are required to keep the school operating such as records, correspondences, requisitions and inventories. They continue maintaining that Schools operate as integral parts of a community. Schools draw resources like finance, labour, skills and knowledge, school equipment, land and other contributions from the community.

2.2.3 Physical Facilities

School facilities have significant contribution in provision of quality education. Lacks of enough physical facilities tend to decrease teaching learning activities and hence negatively affect attainment of education quality. Heyneman quoted in Boma (1980) establishes that if a teacher is to teach and enable his class to understand well, there must be sufficient materials for use both by the teacher and the pupils. However Harron (1989) maintains a different opinion from the above when he argues that teaching and learning can even take place in a teacher's house, under the tree shed or in the tent and gave a secondary priority on school physical facilities. He continues that school buildings, chairs, and desks can come later.

2.2.4 Teaching and learning materials

The pupils' centred teaching method requires an environment rich in space, books and equipment. The Buchert et al (1991) reveal that "there is now a substantial body of research which demonstrate the importance of textbooks and supplementary materials in increasing student performance and academic achievement" Burchert et.al(1991). p.95.

2.2.5 Pedagogical Orientation

Educational (pedagogical) orientation involves the way teachers teach; assign work to pupils, prepare their lessons and follow precise work plans, pupil's interaction with teachers; subject matter in classrooms; assessment/evaluation of pupil's progress; and the teaching process. In the study conducted by Begin on a variety of interaction settings in Quebec revealed that when pupils have extra time to practice what they are taught they tend to develop a basic reasoning capacity compared to a dull class Begin, (1981). Such a situation has a significant contribution to pupil's achievements in tests administered to them.

Another study conducted in 1996 in China, Guinea, India and Mexico on the quality of primary schools by Carron and Chau observed that the pedagogical processes in all four countries were additional in nature, fairly rigid and teacher – centred rather than pupil's centred. There were very little attempt to encourage active pupil's participation and pupil –to-pupil interaction. The findings demonstrate that it was not surprising because many teachers find it difficult to teach pupils at primary level in a participatory and interactive way. They finally concluded that the impact of pedagogical processes on education quality, in relation with that of the input factors is of equal weight. This is because mere provision of inputs without consideration in the way they are used in schools and classrooms, attaining a high quality teaching process is next to impossible Carron and Chau, (1996).

2.2.6. Pupils characteristics

Children need to be prepared before they join formal schooling. Children who join schools unprepared for the demands of formal education will hardly benefit from instruction. Pre-school programmes are good at preparing children for primary education.

2.2.7. Specific studies in Tanzania.

Poor financing of primary education led to the shortage of school inputs that are consistently associated with high education quality. This was revealed in a study conducted by Mosha, which aimed at reassessing the indicators of education quality in primary schools Mosha.(1988). The study explored factors and variables that interact and militate against the achievement of education quality.

Another study conducted by Ndabi (1985) that aimed at examining the relationship between selected indicators of education quality that is student's background, school characteristics and academic achievements in standard seven primary school pupils revealed that; the performance of pupils in PSLE was likely to be better in schools experiencing less frequent shortage of exercise books than those without textbooks (op. chit). Also, pupils who had necessary textbooks in all subjects taught tended to have better performance than pupils in schools with relatively high textbook shortages Ndabi, (1985). He concluded that availability of teaching materials accounts for more than other variables in determining student's performance in the PSLE and that determinant for education quality is also the function of the availability of facilities at schools.

Mahenge (1985) study conducted in Mbeya and Iringa Regions on the situation of basic instructional materials and facilities in rural primary schools revealed a critical situation of the quality of primary education. There was a critical shortage of everything in schools as a result fractures were rising and affecting the education quality and methods of instruction depended on teaching resources such as textbooks and buildings. Moreover, it was found that teachers were not doing justice in teaching since they were stressed and frustrated by the condition. Hence it is unreasonable to blame them for not being effective Mahenge, (1985)

Mbunda et.al (1991) reviewed case studies on classroom interaction conducted in Tanzania by various scholars from the University of Dar es salaam. The study focused on the ideal teaching strategies, teaching environment, learning environment in primary schools, and constraints to flexibility as well as innovation in the classroom, and their

impact on learning for good education quality. The study revealed that in urban areas classes was often very large resulting into non-conducive classroom environment. This hindered any meaningful flexibility and innovation to take place. By and large, the findings showed that pedagogical practices in schools are of poor quality, as a result, they tend to obstruct quality learning and ultimately the education quality is not realized Mbunda, et.al (1991).

Omary and Mosha (1987) conducted another study aimed at establishing factors effecting the quality and effectiveness of primary education in Tanzania. The study found that problems effecting quality and effectiveness of primary education in Tanzania ranged from policy formulation and implementation process. These are: low capital expenditure on primary education, curricula for primary schools being too loaded, disparity in performance between urban and rural schools, subjectivity in appointments to key positions, poor performance in Mathematics and English, high staff turnover, occupational performance and the failure of the current PSLE to test ones preparation for life Omary and Mosha, (1987).

2.3.1. Objectives of the PEDP

The PEDP has three main objectives namely: Expanding enrolment (access); improving quality and improving in the Management and Internal efficiencies at District and school levels.

Table 1: targets showing the targets for the PEDP

| YEARS | TARGETS | | |
	Classroom construction	Teacher recruitees	New admissions
2002	13,868	9,047	1,500,000
2003	13,396	11,651	1,600,000
2004	14,203	10,563	1,640,969
2005	6,794	7,286	1,041,880
2006	5,832	7,249	1,065,843

SOURCE: ESDP: PEDP plan : July , 2001

2.3.2 Achievements

Good progress has been made in achieving both access and quality as indicated in different Government reports, including the Basic Education Statistics of the Ministry of Education and Vocational Training. Key achievements include:

Increased Access: the Net Enrollment Rate (NER) in Tanzania has improved considerably over the past six years, going from 58.6 percent in 2000 to 96.1 percent in 2006.

Improved Quality: The pass rate of students completing primary education, assessed through the Primary School Leaving Examinations (PSLE), has significantly improved. Over the past six years, the Pass rate has improved significantly, going from 22 percent in 2000 to 61.8 percent in 2006, which represents a real improvement in learning outcomes (URT, 2005). Ho ever other education stake holders have a serious concerns on the quality aspect especially with rural schools.

Participation

2.4.1 Meaning of participation.

Participation includes people's involvement in decision making process, in implementing programmes, their sharing benefit of development programme and their involvement in the effort to evaluate such programme (Cohen and Upholf, 1977). Pearse and Stifel (1979) view participation as the organised effort aiming at increasing control over resources and regulative institutions in a given social situation on the part of groups and movement of those excluded from such control.

2.4.2 Principles for promoting participation

Participation received significant support from the emerging failure of top down, expert-designed development projects and programmes. A fundamental principle in promotion of participation as a central concept in development required the use of knowledge and skills of those who are critical participants and central actors in the development process (Chambers, 1983; Oakley, 1991).

2.4.1. Importance of participation

Effective participation in many arenas is very important in ensuring goals achievement. Participation can lead to better targeting, it can helps to secure sustainability as well as improving the status of women by providing opportunities for them to play a part in development work. "Present obstacles to the people's development can and should be overcome by giving the populations concerned the full opportunity of participating in all the activities related to their development" Rahnema, (1992),p.121.

There have been strong arguments from development educators on the importance of pupil's participation in democracy, in the running of their schools and other issues that affects their lives. "To exclude young people from participation and from consultative process, is as Rudduck argues, to contribute to the bracketing out of their voice (and) is founded upon an outdated view of which fails to acknowledge children's capacity to reflect on issues affecting their lives" Holden and Clough (2000),p.15

Despite of many advantages of participation there are some arguments against popular participation. Participation is seen to be costly in terms of time and money. Participation is seen to be a process with no guaranteed impact upon the end product. Participation can greatly add to the cost of development activities and therefore its cost need to be calculated UNDP, (1998).

CHAPTER THREE:
3.0 RESEARCH METHODOLOGY

3.1. Introduction

This chapter contains a discussion of the methods and procedures that was used assessing stakeholders' Participation Improving Quality of Primary Education through PEDP. The chapter gives a brief account on the study area, research design, instruments validation and ethical considerations for the study.

3.2 The Study area.

This study was conducted in Wilolesi ward, ringa district in Iringa Region. The study aimed at investigating the extent to which community/parents, teachers, pupils and government participate in the improvement of quality of education through PEDP as well as determining how the extent of their participation has impacted the achievement of the programme goals. Iringa district was purposefully selected because of its convenience in undertaking the study.

3.3 Research Design

According to Robson (2003) research design is a conceptual framework upon which the research is based. The research design should constitute: **the purpose of the study, the** theory that guides the study; **methods or techniques for data collection and sampling** strategy Robson, (2003). This research mainly used both quantitative and qualitative methods. The study employed both qualitative research design in which qualitative methods were used to obtain descriptive data and quantitative research design to obtain quantitative data.

3.4. The Sample Population

According to Robson (2003) population refers to all cases e.g. all adults living in UK. He continue that population can be further stretched to include unit that are not people related at all. A sample population is a selection from the population Robson, (2003). In this study it encompassed the following categories of respondents: primary school pupils and teachers, school head teachers, school committee members who also represent parents and district education officer.

There are two main types of sampling: *probability and non-probability*. The probability sampling is used if the researcher wishes to be able to make generalization while the non probability sampling deliberately avoids representing the wider population and seeks only to represent a particular named section of the population Cohen et al, (2003). The sample size also is determined by the style of the research. The main reason for sampling in social sciences research is to reduce expenses in time, effort and money Kothari, (1993).

This study was undertaken through interviews conducted in 80% (4 out of 5) of the schools in Gangilonga ward. The ward was randomly selected from the list of 14 wards of Iringa Municipality. The researcher intended to cover all five school in the ward but she decided to drop one of the school as it was very knew and did not have class six and seven.

Stratified random and purposive sampling techniques were applied in selecting the representative sample from the school students. The stratified sampling technique has been selected for its strength to offset any bias in the population that consists of groups with distinct features typical to the one in question while the purposive sampling has been selected because of its strength in building up sample that is satisfactory to the specified need. Within each school, interviews were held to the school committee members who se were also taken to represent parents, schoolteachers and head teachers and pupil's leaders using structured questionnaires and interview guides. Two class representatives/leaders

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from standard IV to VII (both streams A and B) from the 4 schools were selected for interview. The researcher also purposively interviewed the DEOs at the district levels.

These groups and individuals were purposively sampled as were considered to be more involved in school development programme and hence relatively more knowledgeable of the issues the researcher wanted to explore. It needs to be noted, however that purposive sampling is vulnerable to bias, but basing on the focus of the study, the time and resources the researcher considered this to be a better option. In addition, the responsibilities of the selected interviewees make them to be considered as most informed persons in this programme.

3.5 Data Collection Techniques and Instrumentation

A cross sectional research design was adopted. Both quantitative and qualitative methods were used to obtain descriptive data and quantitative data respectively. Two major tools structured questionnaires and interview guides were used in gathering primary data. Structured tables were used for gathering secondary data of the quality aspect of education like school enrolment, performance, pupil teacher ratio and infrastructures from primary schools and districts offices.

To ensure reliability and validity in the collected data as well as the results of the data analysis, the close-ended questionnaires were used. Additionally interview guides were used to guide the in-depth interview with school teachers and education officer.

There were different questionnaires and discussion guides for different groups of pupils, school committee members and teachers focusing on their understanding of education quality and participation in the PEDP. Participation was assessed at various levels like planning, implementation, monitoring and evaluation of the programme.

3.5.1 Interview

An interview is a data collection technique through oral or verbal communication between interviewer and interviewee. "Interview enables the participants... to express how they regard the situations from their own point of view" Cohen et el, (2003).p .266.

3.5.2 Documentary review

Documentary review was used to collect both primary and secondary data from documents and or record sources. Different type of documents such as programme documents, minutes of the school committee meetings, directives circular, various school reports, memoranda and primary school leaving examination results of various years were reviewed both in schools and at the district.

3.5.3 Observation schedule

Observation is one of the data collection methods that involves watching and listening and can be used for several purposes in a study. According to Robson (2003) observation can be used as a supportive or supplementary method to collect data that may complement or set in perspective date obtained by other means. In this study, observation schedule focused on collecting information on the situation of the physical facilities in school.

3.5.4 Data analysis

Data analysis "involves organizing, accounting for and explaining the data; in short, making sense of the data in terms of the participants' definition of the situation, noting patens, themes categories and regularities"Chen et el, (2003).p.147. All data collected manually analysed as they were coming in.

3.6 Instruments Validation

The validation of the instrument was done in Wilolesi Primary school which is one of the schools in the study area prior to the commencement of the research. This enabled revision of some of instruments to ensure relevance, coverage and content validity of the research questions to the problem under study.

3.5 Ethical Considerations

Though this appears to be insensitive research, the researcher took take into account ethical issues like anonymity, confidentiality and betrayal during data collection process.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Education Quality Perception

Majority of people (parents and committee members) perceive quality education as the one that enables pupils to perform well in their exams and hence continuation with secondary education is necessary for the pupils to get employment when they finish up. 50% of pupils interviewed (32/64) have similar perception.

Table: 2 Pupil's perception on quality education

What do you understand by quality education?

Opinion	Frequency	Percent
a) The education that enables pupils to pass well their exams	32	50 %
b) Education that enables children get white collar jobs when they grown up.	15	24 %
c) Education that will equip the pupils with necessary skills and knowledge to manage sustainably their future lives	17	26%
Total	64	100.0%

Source: Own survey (2007)

Due to this perception they feel that most of their Schools do not offer quality education because the performance is not very good in some school especially outside the township.

All school in the study area have less than 50% of the standard seven levers who have been selected to join secondary school in the past four years while some of the schools had less than a quarter.

A number of factor affecting the quality of education in their school were mentioned, which include shortage of teachers, inadequate facilities like school desks, classrooms, textbooks and over crowded classes.

Discussions with teachers revealed a broader perception of the education quality. While teachers agree with the parents' perception on quality education they went further arguing that it is not enough for the pupils to perform well in the exams but more importantly the education should prepare them to manage their lives better.

A serious concern was raised by most of the school head teachers in the in-depth interview and also confirmed by the education officer on the inadequacy of the primary school curriculum. For example, while 80% of the Tanzanian lives in the rural areas and works in agriculture sector which generates 60% of the country's GDP the school curriculum does not help them to prepare the primary school pupils leavers to live and manage their lives in the rural areas. The education system raises a lot of expectation to the children and also alienates the learned ones with their own society.

When asked why there is a poor emphasis on the life skill subject which has been introduced in the primary school curriculum most of the teachers said that the subject is supposed to be more practical than theoretical but facilities are not there to enable that to happen. Further more there has been a frequent change of curriculum without giving enough orientation/trainings to teachers to enable them to adjust and manage the changes effectively.

> Box. 1
>
> "There are no enough facilities to teach life skill subject. Very few teachers have attended refresher training when they had exposure to the new subjects. So how do you expect us to teach the subject that we are not comfortable with? Most of us dislike this subject"
>
> In depth interview, Teachers–(Mapinduzi Primary School) Primary school. Jan 07

4.2 Community understanding of PEDP and its impact

The extent of community understanding PEDP is relatively high. How ever their understanding of the objectives and purposes is low. Parents and school committee members are generally pleased with the abolition of school fees and the expansion of enrolments under the PEDP. The main improvements noted since PEDP began are better school buildings and a fall in the cost of schooling and increase in number of teachers. A number of teachers have been employed, new classrooms and toilets have been built and more desks procured.

The result from the interview with school committee members as shown in table 3 below support the parents opinion with 50% (8 out of 16) who see the increase in teachers and standard one enrolment as the most significant achievement while 37.5% (6 out of 18) considers improved school buildings as the most significant achievement.

Table 3: School committee members' opinion on the PEDP achievement

Opinion	Frequency	Percent
Which among the following is the most important achievement of PEDP?		
a. Increased availability of books and scholastic materials.	2	12.5%
b. Improved school buildings	6	37.5%
c. Increased number of teachers and standard one enrolment	8	50.0%
Total	16	100.0%

Source: Own Survey (2007)

No major improvements were noted in teachers' performance, availability of textbooks and other scholastic materials. The main concern from the teachers was the absence of opportunities for refresher training. There are lots of changes in the curriculum but few opportunities for teachers retaining. "Though we admit that these problems were existed even before PEDP but we would have expected the PEDP to address them especially in the rural areas where the situation is even more serious". Looking at the current trend one would raise serious doughty as to whether by the PEDP has achieved its targets by end of the 2006.

4.2 Community participation in programm designing and planning process.

Most of the parents acknowledge that there was no involvement in the setting of objectives but rather they were designed either by leaders and/or government officials. The results in table 6 indicates that participation in decision-making and programme designing is the worst among all aspect assessed. The results agree with Burkey (1993) who reports that a community development initiative seldom begins spontaneously and any participatory process is usually initiated by a leader or any other person whose

vision is extended to perceptions and aspirations of the people concerned (Burkey, 1993.pp.56-60).

Most of the teachers confirm to have not being consulted at all and the education development plans have very little consideration on them. They gave example of PEDP targets that have a lot of emphasis on the activities benefiting pupils most like classrooms construction and textbooks availability. One of the school committee member commented that unless education development programmes are redesigned to have a dual focus (both teachers and pupils) they would not have much success in improving quality of education.

> Box. 3
>
> "Imagine In an environment like where houses are too expensive to rent and yet there is no emphasis on construction of staff houses what do you expect from the teachers? We are quite de-motivated to the extent that we can not do our job effectively"
>
> In-depth interview: School teachers Wilolesi: Jan 2007

What do you understand by children participation in school development?

Table: 4 Children Perception on participation

Opinion	Frequency	Percent
a. To be informed on school issues/plans projects implemented by parents and government.	16	25
b. To be involved in implementing decisions that have been made by the parents, teachers and government	24	37.5
c. To be involved in deciding, implementing and evaluating all school issues/plans/projects, which are for our benefits?	10	15.6
d. We don't know.	14	21.9

Pupils interview show that only 15.6% (10 out of 64) have a feeling that children should be involved in deciding, implementing and evaluating all school issues/plans/projects, which are for their own benefits while 37.5 %(24 out of 64) have a feeling that children participation should be limited to implementing decision made by parents, teachers and government. The cultural set up and the up bringing of children in Tanzania contribute to this. Teachers should play a significant role to change the mindset of pupils.

4.4 Decision making in programme implementation

Most of people interviewed are aware of the planning processes some of them acknowledged to have been involved in the planning process at least a few times e.g. attended some programme planning meetings. However the interviewees admitted that there is very rare opportunity for them to influence decision especially for the plans that come from above (i.e the district). In one school a school committee member explained that, if they were to choose between constructing classrooms and staff houses they would have opted for staff houses because this is a critical problem to them. People do not see as to why they should participate in the activities, which are not of their priority. This concur with Carter (1998) who maintain that demand driven rural development projects have greater potential for success and sustainability than the supply driven projects Carter, (1998).pp. 2-3

Significant challenge was observed on the involvement of children in the school governance. Table 5 (a) below indicate that 94% (61 out of 64) of pupils interviewed are not aware of the existence of school councils. Further more 71.3% (46out of 64) as indicated in table 5(b) admitted that they neither have neither school council nor any other pupils' organ that could represent their interest to the school management.

Further interview on pupil's perception on how the school management and parents respect their ideas/suggestions/opinion in table 5 (c) indicates that, only 2.1% (1 out of 64) of the interviewees think that there is a respect of their ideas and opinions. Holden

and Clough (2000) maintain that "to exclude young people from participation and from consultative process, is ... to contribute to the bracketing out of their voice (and) is founded upon an outdated view of which fail to acknowledge children's capacity to reflect on issues affecting their lives" Holden and Clough (2000).p.15.

One of the Hart's main emphases is that we must give children opportunity and encouragement to work alongside adults in schools and community projects Harts, (1992). Pupils are not involved at all in the management of their school. The old school committee structure provided a room for children representation. The current structure has removed pupil's representation in the committee and instead each school was expected to have a school council[1], which has never existed. This shows both separating children from school governance and weaknesses in the implementation and supervision of government seculars and policies.

Table: 5 (a) Pupils involvement in school governance

If you have the school council how often does the council meet?

Opinion	Frequency	Percent
a. Quarterly	1	1.5%
b. Bi annually	3	4.4%
c. I don't know	61	94.1%
Total	64	100.0%

Source: Own Survey (2007)

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[1] According to the Ministry of Education and Vocational Training guideline the school council is supposed to be formed by two pupils from each stream (1 boy and 1 girl) from standard three to seven.

Table: 5 (b) Pupils involvement in school governance

If you do not have a school council do you have other pupils' structures that serve your interest in school management?

Opinion	Frequency	Percent
a. No	46	71.3%
b. Yes	13	20.2%
c. I don't know	5	8.4%
Total	64	100.0%

Source: Own Survey (2007)

Table: 5 (c). Pupils influence in decision-making

If you have school council do you think the school management respects opinions, ideas, suggestions, resolution from the pupils council/other organs

	Frequency	Percent
a. No	37	57.5%
b. Yes	1	2.1%
c. Not applicable	16	24.8%
d. I don't know	10	15.7%
Total	64	100.0%

Source: Own Survey (2007)

4.4 Participation in, and management of, programme activities

Table: 6: Community participation in education development programme

How do you rank your the level of participation of your community in education development programmes

Opinion	Frequency	Percent
a. Average	6	37.5%
b. Poor	6	37.5%
c. Good	4	25.0%
Total	16	100.0%

Source: Own survey (2007)

Poor participation of parents/community in the implementation of school development activities were much evidenced. Community participate by giving financial contribution in construction activities. However their contribution is less than 25% of the total construction costs. This is a challenge to the sustainability of the programme activities. There is no evidence that the programme activities would continue when the flow of funds from the donors and government ceases. The interview result with school committee members in table 6 above shows that only 25% have good participation in community education development programme while 37% confirmed a poor participation of their communities. When asked as to why there is poor participation of community, 80% (12 out of 16) indicates that lack of awareness and appreciation of the education quality challenges caused by poor involvement is the main contributing factor (Table 7).

Table 7: Reason for poor participation

If the level of community participation is average and below, what do you think is the reason?

Opinion	Frequency	Percent
a. Lack of awareness on the education quality challenges because of poor involvement,	12	80.0%
b. I don't know	0	0
c. Low level of understanding of the value of education	4	20.0%
Total	16	100.0%

Source: Own Survey (2007)

Extent of community involvement in supervision and management of activities is between low and medium. Supervision and management of activity implementation is usually shared by community members and non-community members especially in provision of technical support.

4.5 Monitoring and evaluation.

The interview results indicate a medium level of awareness on monitoring and evaluation of development programme activities but in most cases non-community members do it. How ever some of the respondents have sometimes have been consulted for their views on the progress/success of PEDP in their school.

The discussion with teachers and committee members on community ownership and management of the school revealed that there is little or non-involvement of parents in the school monitoring and management. Parents are aware that their involvement is through the school committee. How ever there is a feeling that a weak operational link exist between the school committees and the parents/ community as most of time they are not consulted before major decision are passed

Discussion with teachers revealed that, poor schools performance is sometimes contributed by poor relationship between parents and the school management. Some parents do not see the value of education (especially for girls) and hence contribute to the high level of pupil's absenteeism. The school administration measures to rectify the situation sometimes create antagonistic relationship with some parents. It is teachers' feelings that if parents and teachers work together challenges like absenteeism; poor enrolments would have been easy to solve. This concurs with Reynolds et.al (1976) study conducted in Britain, which found that good relationship between schools and the community (parents) were helpful such that pupil's attendance was good in schools with a high proportion of parents visiting the schools regularly.

Box. 4
"I have been struggling with the challenge of absenteeism but I am almost giving up due to poor cooperation and supports from the parents. I am now an enemy of some parents whose children have a cancer of truancy. Why should I endanger my life?

In-depth interview: Teachers – Lugalo Primary School.
Jan 2007.

CHAPTER FIVE:

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSSION

There is a poor participation of the grassroots stakeholder in the PEDP in Gangilonga ward. The process of project identification, planning implementation monitoring and evaluation was not participatory at grassroots level. For example teachers play a significant role in supervising the PEDP implementation how ever their involvement especially in the designing of the programme plans in their respective areas is very poor. All the plans seem to have come from the district level and their obligation is limited to supervising and supporting the implementation".

The results imply that the approaches and the methodology used in the implementation of this programme are not participatory and this threatens the success and sustainability of the programme. Carter (1998) argues "for beneficial impact of the project to be sustained, communities must have a major stake and participate actively at all stages of the project cycle" Carter, (1998), p.21.

PEDP budget mainly focused on infrastructural needs rather than overall quality of education. Quality issues, particularly support for teachers, are central to PEDP but were not adequately implemented. For example, despite of the increase in demand for refresher training due to the frequent change of curriculum the number of teachers attended in service training has been decreasing over years. This signifies how less emphasis on improving teacher's capacities to cope with changes the programme has put. The current poor quality of education is threatening the enrolment gains. Contrary to the PEDP Plan, top-down institutional culture of directives is seen to dominate.

The study revealed poor involvement of children in the school governance and programme implementation. The interview with pupils indicates that pupils are neither

olved in decision-making nor the school governance. Table 10 (a) indicates that 94%
out of 64) pupils interviewed do not know whether the school councils exist. Further
re 71.3% (46out of 64) as indicated in table 10(b) admitted that they do have neither
ool council nor any other pupils' organ that would represent their interest to the school
nagement. Further more the pupils do not feel that it is their right to participate in
king decision that have a direct effect in their lives as indicated in table 9. Only 15.6%
out of 64) of the interviewees have a feeling that children should be involved in
ding, implementing and evaluating all school issues/plans/projects, which are for
own benefits while 37.5 %(24 out of 64) have a feeling that children participation
ld be limited to implementing decision made by parents, teachers and government.

:asing children participation in the development and implementation of the PEDP ^{FPE}
school governance is very important, as it will help in building the participation
re and concern on issues that affects ones life. This will contribute towards preparing
to become active citizens.

: development project are to succeed a comprehensive approach, combined with the
methodologies that could enhance grassroots stakeholder participation are very
needed to lead to the project success and sustainability. The current mechanism
lot provide the opportunity for a 'bottom up approach'.

RECOMMENDATIONS.

General recommendations

oject cycle management should not be done in a hurry because effective community
rticipation usually takes considerable amount of time to be full in swing. Apart
m the national and districts broad target, setting of village/school plans and targets
ould involve all stakeholders. Clear mechanisms for consultations and participation
all levels should be put in place.

- Timely information should be availed and the information gape should be addressed by improving the flow of information about PEDP at all levels and ensuring two-way traffic information sharing from bottom-up and top-down.

- For effective and efficient community based management of education development programme, social organisation and organization development intervention should be given great emphasis. This means that community based and strong representative structure like school committee, parents' teachers association need to be in place and capacity built right from the beginning of the project.

5.2.2 Specific recommendations
5.2.2.1 Children participation

- Children council should be established in every school, oriented on their roles and responsibilities and be encouraged, facilitated and challenged to perform their influence as per the government directives. There should be reinforcement of the implementation of the government policies and circulars. It should be the responsibility of every education officers at various levels to ensure this. Children ideas should be listened to and taken into consideration. Assessment of children participation should be included in the terms of reference of the school inspectors.

5.2.2.2 Parents participation

A more comprehensive survey of parental involvement at school level should be conducted. Furthermore, the school should facilitate formation of parents' teachers associations. Regular meetings of the associations (quarterly or biannually) to discuss school plans, review school progress, share challenges and strategies for improving quality should be conducted. Additionally, parents should be encouraged to have

frequent visits to schools to enhance relationship with teachers and follow up the academic development of their children.

- A consultative mechanism between the parents, school committees and local /village government should be established to ensure participation in making major school decisions. Major decision should not be passed without discussions and consensus of these stakeholders. These will enable collective agreement and commitment thereafter to implementation of decisions.

5.2.2.3 Teacher's participation.

- Education budget, which primarily focus on infrastructures needs rather than overall quality of education should be reviewed. Quality issues particularly support for teachers capacity building and motivation through improved benefits should be adequately addressed. The programme should put emphasis on building teachers capacity through refresher training / especially on the new curriculum and difficult topics.
- Teachers should be fully involved and actively participate in making decision that affects their schools and their responsibilities as well as be given adequate training when ever curriculum changes.

5.2.3   Education development policy

- Primary Education development policy should be reviewed so as to create an enabling environment for effective participation of the stakeholders. Roles of various stakeholders should be clearly defined and given widespread publicity in order to raise awareness and enhance participation.

- Following the notable unawareness and ignorance of the education policy among many stakeholders the government should make deliberate efforts to educate the public regarding the policy and other sector policies. In doing so stakeholders would be able to effectively implement and give relevant recommendation regarding the relevance and practicality of such policies.

- The government should establish a clear policy for curriculum review to prevent unnecessary reviews, which sometime do not have a scientific backing. The policy should consider intensive and extensive research to be a mandatory prerequisite for curriculum change. Any review to be done should have adequate strategy for teachers training to manage the same.

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ATTACHMENTS

IMPACT OF TEACHERS, PARENTS, PUPILS AND GOVERNMENT
PARTICIPATION TOWARDS IMPROVING QUALITY OF EDUCTION AMONG
SELECTED SCHOOLS IN IRINGA REGION

ATTACHMENT:

1.0 INTERVIEW PLAN

1.1   Interview planning matrix

Level	Group Or Individual	Number Of People Expected	Method Used
Schools	Pupils	64 (1) from each school)	Structured questionnaire
	Teachers	Between 2-4- per school	In-depth interview
	Head teachers	1 in each school	Structured questionnaires and tables
Community	School committee members/parents	4 in each school	Structured questionnaire In-depth Interview.
District	District Education Officer	1	In-depth Interview. Structured tables

1.2   Data Specification Matrix

Research Task	Basic/main questions	Data Required	Source of data	Data collection method
1. To analyse the community understanding of	What are your feelings about the quality of	Perception on education quality	Parents School committee	In-depth interviews Focus group

education quality and their feeling on whether the current education provided by their schools is of that quality	education provided by your school?	pro /ided by their schools.	members Teachers Pupils	discussion guides Structured questionnaires
2. To assess the school performance prior and during PEDP	What is the performance of your school in the PSLE in the last four years?	Scl ›ol per ormance	Head Teachers DEO	Structured tables In depth interview Documentary review
3. To examine the prevailing material conditions of the school input its variation Prior and during the PEDP	How is the situation of teachers, pupils, teaching-learning materials and physical facilities in schools Prior and during PEDP	Tea ;her pupils ratl ; Situation of sch lastic mat ›rials	Teachers DEO	In depth interview Structured tables Observation schedule Documentary review
4.To examine the nature and extent of participation in development programmes including PEDP	How does the community participate in designing, implementing and evaluating	Ext :nt of Part cipation in desi ;ning, imp ementation, mol :toring and eva uation	Parents/ School committees teachers	In-depth interviews Structured questionnaires

	the education development programmes?			
5. To analyse the nature and extent of pupils, parents, teacher's participation in school management.	How do pupils' teachers and parents participate in school management?	Extent of pupils participation Training organized for committees Parents' involvement.	Pupils Teachers Parents	In-depth interviews Structured questionnaires

6. To examine the impact of PEDP interventions on pedagogical orientation practices in school	What have been done to improve teaching skills of teachers, for implementing the curriculum and education process in schools?	Seminars organized, Number of teachers attended Seminars, contents of seminars	Teachers DEO	In-depth interviews

ATTACHMENT :

2.0 INTERVIEW QUESTIONAIRE

2.1. PUPILS PARTICIPATION ADMINISTERD QUESTIONAIRE (To be responded by pupil's leaders/class leaders)

Class of the interviewee.......................... .. ..

School name ....

Date ....

QUESTIONS (Please circle the correct answer)

1. What do you understand by children participation in school development?
    a. To be informed on school issues/plans projects implemented by parents and government.
    b. To be involved in implementing decisions that have been made by the parents, teachers and government
    c. To be involved in deciding, implementing and evaluating all school issues/plans/projects, which are for our benefits
    d. We don't know.

2. Basing on your understanding of participation how do you rank children participation in school management?
    a. Good (*Through our representatives/leaders we take part in all major decisions in our school and we can influence changes*)
    b. Average (*Sometimes we are informed of the school programmes and we take part in the implementation.*
    c. Poor (*We do not participate*)

3. If you have the school council how often does the council meet?
    a. Quarterly b. Bi-annually   c. I don't know

4. If you do not have a school council do you have other pupils organisation that serve your interest in school management?
    a. No   b) Yes   c)I don't know

5. If you have school council do you think the school management respects opinions, ideas, suggestions, resolution from the pupils council/other organisation

a. No   b) Yes   c) Not applicable.   d) I don't know

6. What do you understand by quality education?

   a. The education that enables pupils to pass well their exams

   b. Education that enables children get white collar jobs when they are grown ups

   c. Education that will equip the pupils with necessary skills and knowledge to manage sustainably their future lives.

7. What are the challenges facing your school in providing quality education?

   a. In adequate teachers   b) In adequate scholastic materials

   c) Inadequate structures like buildings, toilets and teachers houses

   d) All the above.

8. Do you understand PEDP?

   a. Yes   b) No.

9. As a pupil how do you rank the level of pupils' involvement in PEDP?

   a. Good   b) Average   c) Poor   d) I don't know

10. Which among the following are the main changes observed in your school within the last two years?

   a. Improved school buildings (class rooms, staff houses, and toilets), books and other scholastic materials

   b. Increased enrolment due to abolition of school fees

   c. Increased number of teachers,

   d. All of the above.

2.2. INTERVIEW QUESTIONAIRE WITH SCHOOL HEAD TEACHERS

School name ....

Date ....

1. What are the issues that affect quality of education in your school
   a. Lack of scholastic materials
   b. Shortage of teachers
   c. Lack of class rooms, teachers residential facilities and offices
   d. All the above

2. How are you involved in any of school development affairs?
   a. Not involved
   b. Fully involved (planning, implementation and monitoring and evaluation)
   c. Partially involved (eg in some stages – implementation only)

3. How do you consider the level of your involvement in school development affairs
   a. very good,
   b. good,
   c. poor

4. What do you consider are the impacts of PEDP?
   a. Improved in school infrastructures
   b. Increased number of teachers
   c. Improved quality (school performance, attendance, enrolment)
   d. all the above

5. What do you think are the education quality issues that have not been addressed by PEDP?
   a. Teachers upgrading/refresher traning
   b. School curriculum improvement
   c. teaching aids and scholastic materials
   d. Introduction of teachers/parents association
   e. All the above

2.3. SCHOOL COMMITTEE MEMBER/PARENTS INTERVIEW ADMINISTERD QUESTIONAIRE

School name ....

Date of interview ....

1. How long have you being a member of the school committee

   a. Less than a year b) Less than two years c) More than two years

2. How many training did you attend within the last two years

   a. Less than two b) More than two c) None

3. How often does your committee meet?

   a. Once a month b) Quarterly C) Bi-annually d)Annually

4. What % of members attends regularly?

   a. Less than 50% b)Between 50% and 75% C) More than 75%

5. What do you understand by community participation in education programme?

   a. To be informed of the school issues plans/ projects made by the government

   b. To be involved in implementing school plans made by the government/teachers

   c. To involved in deciding, implementing and evaluation all Issues that affect our schools D) We don't know

6. How do you rank the level of participation of your community in education development programmes

   a. Average b) Poor c) Good

7. What do you understand by quality education?

   a. Education that could enable pupils to pass well their exams

b. Education that enables children ge white collar jobs when they are grown up

c. Education that will equip pupils w: h necessary skills and knowledge to manage their life in a sustainable way

8. What among the following challenges affects your school in providing quality education?
   a. Shortage of teachers
   b. Scholastic materials
   c. Shortage of classrooms, toilets, teacher's houses
   d. All the above

9. How do you rank participation level of your community in education development programmes?
   i. Average b) Poor c) Good d) I don't know

10. If the level of community participation is average and below, what do you think are reasons?
    a. Lack of awareness on the education quality challenges because of poor involvement,
    b. Little emphasis given by the community leaders and the government on community participation
    c. Low level of understanding of the value of education

11. Which among the following is the most important achievement of PEDP?
    a. Increased availability of books and scholastic materials
    b. Improved school buildings
    c. Increased number of teachers and standard one enrolment

2.4. INDEPTH INTERVIEW QUESTIONAIRE GUIDE WITH SCHOOL TEACHERS/DEO

School name: . ...

Date of interview ....

1. What are the issues that affect quality of education in your school
2. How are the teachers involved in any of school development affairs?
3. How do you consider the level of your teachers involvement in school development affairs (very good, good, average, poor)
4. What do you consider are the impacts of PEDP?
5. Were you involved in any way in setting up the PEDP priorities?
6. In your opinion are you comfortable with the PEDP priorities?
7. What are the critical issues do you think are not addressed by PEDP?
8. How often do the teachers have the opportunity to attend refresher training?
9. What are your feelings on the current school curriculum?
10. Any other issue that challenge the education sector that you would like to share?

ATTACHMENT: 3: EDUCATION STATISTICS DATA COLLECTION TOOLS

SCHOOL NAME................................ ....

DATE.. ....

TABLE: A: PRIMARY SCHOOL/S ENRO..MENT STD I

PUPILS	2000		2001		2004		2005	
	No:	%	No:	%	No:	%	No:	%
MALE								
FEMALE								
TOTAL								

TABLE: B: SCHOOL PERFORMANCE (PS..E)

SEX		2000					2001					2004					2005				
GRADES		A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
BOYS	Number																				
	%																				
GIRLS	Number																				
	%																				
TOTAL																					

TABLE: C: AVERAGE SCHOOL ATTENDANCE

(Both district and   Selected schools only)

CLASS	2000		2001		2004		2005	
	M	F	M	F	M	F	M	F
Standard 1								
Standard 2								
Standard 3								
Standard 4								
Standard 5								
Standard 6								
Standard 7								
TOTAL								
ANNUAL AVERAGE								

TABLE D: SCHOOL BUILDING AND FURNITURES

(Both district and Selected schools only)

TYPE		2000				2001				2004				2005			
		RQ	AV	ST	%S	RQ	AV	ST	%S	RQ	AV	ST	%S	RQ	AV	ST	%S
CLASS	ROOMS																
STAFF	HOUSE																
TOILET	S																
STORE																	
TABLES																	
CHAIRS																	
CUPBO	ARDS																

RQ – Required number   AV – Available,   ST – Shortage,   % ST

TABLE: E PEDP TARGET AND ACHIEVEMENT

(Both district and   Selected schools only)

TYPE OFBUILDINGS AND FURNITURE	2003		2004		2005	
	Target	Achievement	Target	Achievement	Target	Achievement
CLASS ROOMS						
STAFF HOUSES						
TOILETS						
STORE						
TABLES						
CHAIRS						
CUPBOARDS						

TABLE .F: THE SITUATION OF TEACHER :

(Both district and Selected schools only)

YEARS	# OF PUPILS	# OF TEACHERS BY GRADES			AVERAGE NUMBER OF PERIOD PER WEEK	TEACHER PUPILS RATIO '	* TEACHER ATTENDED IN SERVICE
		A	B	C			
2000 ٩							
2001 ر							
2004 ٦							
2005 ″							

TABLE: H: AVERAGE SCHOOL ATTENDANCE

(Selected schools only in Gangilonga)

CLASS	2000		2001		2004		2005*	
	M	F	M	F	M	F	M	F
Standard 1								
Standard 2								
Standard 3								
Standard 4								
Standard 5								
Standard 6								
Standard 7								
TOTAL								
ANNUAL AVERAGE								