COMMUNITY INVOLVEMENT ON PLANNING AND DECISION MAKING

FOR DEMOCRATIZATION OF EDUCATION IN BAGAMOYO DISTRICT

SECONDARY SCHOOLS

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CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled *"Community involvement in planning and decision making for democratization of Education in Bagamoyo district community secondary schools"* submitted in partial fulfillment of requirement for the degree of Master Degree of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

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Prof. Cornelia K. Muganda

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DECLARATION

I Helen John declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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Date

DEDICATION

I dedicate this dissertation to my parents, my father, John Maduhu Mboyi (RIP) and my mother, Mrs. Monica Sungh'wa Mchibya (RIP). I wish you were alive to see me reach this academic level. I loved you but God loved you more. Lord gave and the Lord has taken away; blessed be the name of the Lord (Job 1:21 (b).

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ABSTRACT

This study examines community involvement in planning and decision making for democratization of education in Tanzania at Bagamoyo district community secondary schools .The study aimed at exploring provision of education policy that support decentralization policy in community secondary schools, to establish perceptions on the involvement of parents and the community in the planning and decision making process of school activities in Tanzania, to examine the ways and methods used to promote parents and community involvement in planning and decision making in community secondary schools, to explore the extent to which decentralization has influenced parents and community involvement in community secondary schools. The research approach used was qualitative approach while the research design used was case study of Bagamoyo district. The data analysis strategies used was summarizing the content by narration of the information provided. Data were collected from a sample of 92 respondents. Sample techniques used were purposive, convenience and simple randomly sampling techniques. The study used interview, focus group discussion, observation and documentation in collecting data. The study findings are the government initiated various education policies which aimed to improve the education in. The perceptions of parents on community involvement in planning and decision making in education was negative because of lack of knowledge and skills in planning and decision making. On the extent decentralization policy influenced parents and community involvement, it was revealed that awareness on the education decentralization was low. Based on the study findings it was concluded that, parents and community involvement in planning and decision making in community secondary schools is minimal. It is recommended that parents and

community members should be involved from the initial stages of policy formulation in order to know their importance of community participation in policy implementation.

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ABBREVIATIONS

CAMFED	Campaign for Female Education
CCM	Chama Cha Mapinduzi
CSSs	Community Secondary Schools
DEO	District Education Officer
ETP	Education and Training Policy
FGD	Focus Group Discussion
LGAs	Local Government Authorities
MoEVT	Ministry of Education, Vocational Training
PTA	Parents' and Teachers' Association
SEDP	Secondary Education Development Plan
TASAF	Tanzania Social Action Fund
TSD	Teachers' Services Commission
UNESCO	United Nations Education, Science and Educational Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The construction of secondary schools in every ward in Tanzania reflects community involvement in education development in Tanzania. According to Secondary Education Development Plan (SEDP), parents and community need to be involved in planning and decision making through various school activities which need partnership to be implemented. This chapter gives the background of the problem by identifying the research problem, spelling out the purpose of the study, and stating the problem as well as showing the significance of the study. The main argument made in this chapter is that apart from the efforts made by the government in the provision of secondary school education, it is important for the community surrounding the schools to get involved in planning and decision making. This may in a way improve the quality of education in the given schools as all teachers, students and parents will have a sense of ownership.

1.2 Background of the Problem

At the international level it is shown that, family involvement in school increases the students' academic achievement (Epstein, 1995). The benefits of parents and family in school involvement include scoring high test grades, better attendance, more completion of home work, more positive attitudes and behaviours, high graduation rate and greater enrollment in higher education.

In America for example, many parents have realized the importance of parents to involve themselves in the education of their children as it leads to children improvement in learning although they face time problem (U.S Department of Education 2000). In Ghana the government shows that decentralization is the major driving forces in strengthening efficiencies and accountability of resources and results. In Kenya community involvement in secondary school have been initiated since after independence in 1963 (Babyegeya, 2000).

Education in Tanzania during the colonial era was based on racial segregation whereby most of Tanzanians got education on counting, reading and education about agriculture, carpentry and other activities. The colonial government established few secondary schools aimed at educating few Tanzanians for the smooth exploitation of the colony. The small number of secondary schools limited many Tanzanians from accessing secondary education. Tanzanian communities were not involved in decision making and planning on the type of education which was relevant to the community itself. Colonialists were the ones who decided the type of education to be provided to Tanzanians. Thus from the colonial era the parents and community members developed a feeling that planning and decision making are done by the rulers and administrators from the colonial government, teachers and school administration and not parents and the community at large.

After independence, the government of Tanzania used education as a tool to fight the great enemies of the nation namely; poverty, ignorance, and diseases. In 1972 the government introduced the decentralization policy, where the key function of the central government was assigned to the local authorities. The aims were to involve the majority

of the people in decision making and planning with matters concerning secondary school education.

In 1995 the Education and Training Policy (ETP) Act No.10.it spelt out that community secondary schools should be owned by the local community or an institution on behalf of the community (URT, 1995). In implementing this village, ward, division and district leaders' are supposed to supervise the construction of schools which are run and owned in partnership between government and community (Matekere, 2003)

Community involvement in planning and decision making is very important in education development because it provides the opportunity for parents to provide materials and human resources in the school for the development of education. As argued by Uemura (1999) community's efforts have contributed to the improvement of education in terms of both access and quality. Therefore this study examined how parents and community members participated in planning and decision making in community secondary schools.

1.3 Statement of the Problem

The democratization of education requires involvement of the parents and communities in planning and decision making regarding not only the performance of the school in academic subjects, but also running of day to day school activities, including mode of delivery of content by teachers. This is expected to enable children to get education that is relevant to their life. Decentralization of some of education functions like planning and decision making from the central government authorities to the school is intended to encourage and bring awareness to the parents and community members about the school functions. Parents have to be free to determine what their children should learn as well as

determining school activities that their children should perform to acquire skills that can be applied in life. In the process of implementation of SEDP, the Tanzania government has focused on building community secondary schools in each ward and decentralization of some of education functions to school level; it is not clear whether the involvement of parents and community in planning and decision making is taken serious and implemented effectively. Thus, this study intended to examine the extent to which the community is involved in the planning and decision making in the community secondary schools.

1.4 Purpose of the Study

The study intended to examine the extent to which community involvement in planning and decision making in CSSs brings about democratization of education in Tanzania. It explored the ways and various methods parents and community used in planning and decision making.

1.5 Specific Objectives

The specific objectives of this study are to

i. Explore provision of education policy that support decentralization policy in community secondary school in Tanzania.

ii. Establish perceptions on the involvement of parents and community in the planning and decision making of school activities in Tanzania.

iii. Examine the ways and methods used to promote parents and community involvement in planning and decision making in Community Secondary Schools.

iv. Explore the extent to which decentralization has influenced parents and community involvement in   the community secondary schools in Tanzania.

1.6 Research Questions

i. How does the education policy support community involvement in community Secondary Schools?

ii. What perceptions influence the involvement of the community in planning and decision making in community secondary school?

iii. How do parents and communities participate in planning and decision making in community secondary schools?

iv. To what extent has decentralization influenced parents and community members' involvement in community secondary schools?

1.7 Significance of the Study

The results of the study are expected to encourage parents, community and the government of Tanzania to participate in planning and decision making as democratic process for education development. This will enable the government to put more emphasis on educating parents on how they can participate in different education plans in their community secondary schools for education development. This would also enable the government to formulate regulations and laws which oblige parents and community to participate in their children's education. The possible impact of the study would be to stimulate further researches on parents, community and other education stakeholder's involvement in school activities especially the CSSs.

1.8 Conceptual Framework

This study adopted conceptual model from Stufflebeam (1971) which is conceptually organized as follows.

Inputs	Process	Output
− Education Policy Perception on parent involvement - School administration	-Provision for decentralization of education Views on usefulness and challenges of parents and community involvement -Methods and avenues for Parents and community involvement -School board membership -School board meetings -Parents and teachers association -Communication	-Parents and community participation in school activities -Improved awareness of school activities -Shared decision making

Figure 1.1: The Conceptual Frameworks for Community Involvement in Planning and Decision Making in Community Secondary School as a Democratic Process

Source; Adopted from Stufflebeam's (1971) CIPP model.

This CIPP model was used because it assessed parents and community members' involvement in relation to the school development and the model guided the whole process of understanding the required input, process and output as discussed as follows:

Input: involved the national policy, the perceptions of parents and community involvement in decision making in community secondary schools and also the school administration which allows and creates awareness for parents' involvement in school activities.

Process: The process involved the decentralization policy which was introduced by the government, to enable parents and community members to own different processes in the running community secondary schools. The processes involved resources contribution in terms money, skills such as initiating and implementing school development plans and actions. Involvement of community members and parents through school board as a representative of parents and community members helps at airing out how the general community wants the school to be run as well as creating good relationship between teachers, parents a wider community.

Output: these are the results which come from the process; the outcome increased the participation of parents and community members in school activities, especially in community secondary school which needs more parents, community participation for their prosperity.

1.9 Limitation of the Study

The main limitation faced by the study included difficulties in meeting with school board members, some schools had no school board members. The researcher overcame the pointed limitations by advising the heads of schools to encourage parents and community to help in the planning of school development projects and using triangulation method in collecting data process.

1.10 Delimitation of the Study

This study specifically dealt with community involvement in planning and decision making in CSSs as democratization of education in Bagamoyo district, It tried to investigate the community involvement in the CSSs in planning and decision making which seemed to improve the provision of education to the majority of children in the community as democratic process as the government intended.

1.11 Definitions of Key Terms

Community; Community refers to people living together and they are governed by some common values or principles such as kingship or formalized administrative authority, and extended elastically from a small unit such as a hamlet to a large unit as a township or district (MoEVT, 1998).

Planning; Planning is a continuous process, which sets out objectives, identifies the existing resources or potentials and implementation capabilities to achieve the objectives over the specific period of time.

Community involvement in school; Community involvement in school refers to connection between school and individuals, businesses, and formal and informal organization and institution in a community (Sanders, 2003).

Education democratization: Is the situation of making more involvement of stakeholders in educational activities like planning of building construction, curriculum, teaching and learning materials for school development.

Community secondary school; Community secondary school refer to a school that has been constructed by local communities then submitted to the government for supply of teaching and learning materials, staff and administration (URT,1995).

1.12 Organization of the Dissertation

This study is organized into five chapters. Chapter one deals with the problem and its context while chapter two presents the review of related literature and its main concern is to identify the knowledge gap. Chapter three discusses the research design and methodology and chapter four deals with presentation, analysis and discussion of the research findings and chapter five presents summary, conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review which relates to community involvement in planning and decision making in community secondary schools for making education a democratic process. It explores the concept of community partnership in education, the overview of education decentralization in Tanzania, democratization of education, the importance of community involvement in planning and decision making in community secondary schools, the involvement of parents and the community in school activities and empirical studies of community participation in community secondary schools.

2.2 Concept of Community Partnership

The education reforms which were done by the government of Tanzania through the Education and Training Policy (1995) decentralized the provision of secondary school education by giving power to communities to participate in planning and decision making in secondary schools. Decentralization was implemented by availing more power to local government authorities. The importance of decentralization process as illustrated by Mosha (2006) shows that community members are not ignorant of what goes in schools, they know a lot about their schools as well as what is going on in schools around their vicinities. Based on this understanding their involvement in the day to day endeavors of schools they are likely to bring positive changes in connection to secondary school education provision. Through the decentralization policy, parents and the community should be involved because of differences in skills and education levels, when utilized

will help in education development. This study tried to show how the communities are rich in skills, knowledge and experiences which can influence education development.

The community can be involved in planning through representation or direct participation in decision making of school development plans. Community representation is through school committees whereby the said committees have to decide on strategies such as allocation of Secondary Education Development Program (SEDP) funds on behalf of the community (Masue, 2010). Njunwa (2003) conducted research in Morogoro on local community participation in Primary Education Development Programme and observed that, parents' participation in primary school development was essential for improving quality education and he noted that by nature, participation in public school required cooperation of two sides namely, the government and parents.

Therefore the government must ensure that parents' participate in development of their school. They did not show how the community participation in community secondary school can influence the democratization of education as this study intended to deal with. Watt (2001) has argued that demand is a necessary condition for successful community participation in education support in order to achieve an objective that will not be met without that involvement. This speculation is very important with respect to participation. The biggest incentives for community to participate and support secondary education according to URT (1995, 2004) are the chances of access to quality education to children.

Nowadays it is evident that school, parents and community members should closely work together to meet their mutual goals of attaining the education development. This is because their involvement in community secondary school pedagogy may make it

possible to utilize the limited resources efficiently and effectively in order to identify and solve problems in the education sector and provide quality education for all children. These efforts are proved to have contributed to realizing the importance and benefits of community participation in education, and recognized community participation as one of the strategies to improve education access and quality education (Uemura, 1999). The study shows how parents and community members if effectively involved in planning and decision making in matters concerning schools can utilize the available limited resources to facilitate the provision of quality education. However the study failed to show how the community participation in the community secondary school may promote democracy in education development.

Drawing from the above argument concerning decentralization of secondary school pedagogy, teachers, parents and wider communities' interventions in overseeing what is done in schools surrounding their communities. One of the significant interventions in developing countries is attaining universal access to basic and secondary school education (Galabawa and Augustine, 2001; Bray, 1996). Apart from the fact that Galabawa and Augustine assertion gives us light concerning the importance of parents and a wider communities' involvement in matters concerning the school yet is on the attainment of high quality of education. This argument does not nevertheless show how the community involvement in community secondary schools in planning and decision making can encourage democracy in education.

2.3 The Overview of Education Decentralization in Tanzania

The decentralization system in Tanzania was first introduced in the colonial period by Sir Donald Cameroon in 1920's. This was followed by the establishment of local government

in Tanganyika. The policy was reintroduced in 1972 and the late President Nyerere disbanded the local government colonial government system and instituted a system of structural decentralization (Mukandala, 1998). The decentralization arrangement of 1972 did not make it possible to ensure schools had conducive teaching and learning environment, and that there was adequate supply of teaching and learning materials as well as qualified teachers.

In order to overcome these identified shortcomings in 1984 District Education Officers (DEO) and Regional Education Officers (REO) were put in place in charge of managing schools in their respective districts and regions. The aim was to make local people own their schools by getting involved in planning and decision making so that they are able to find contextualized solutions which are considered to be more sustainable than the imposed ones influence. The decentralization policy also aimed at cutting down cost and reducing bureaucracy which were barriers to people's efforts in bringing about their own development (Mosha, 1998). Following liberalization policy of the 1995 education decentralization is being acknowledged to be one of the important keys in reforming education provision in the country as decentralization is regarded as a tool for building democracy on the basis of greater local sovereignty and increased responsiveness to the marginalized groups following decentralization discourses of 1980s' (URT, 1998).

Today, decentralization may be defined as the process whereby a community has full authority and power in planning and making decisions in development plans even in education (URT, 1995). In order to enhance community participation in education provision both developed and developing countries like Tanzania are pursuing decentralization policy (URT, 2000). In Tanzania decentralization policy was particularly

adopted as part and parcel of a response following 1990 economic and development changes around the world (Kallabaka 1989). For instance Omari (2002) was of the view that, partnership in education is based on macro-economic policies associated with liberalization and privatization of the economy and political ethos, thus central government, local government Authorities (LGA's), nongovernmental organs, parents as well as other community members are involved in financing and managing education. In order to put a ground for the implementation of macro- education policies and plans that associated with enhancing community participation and involvement in managing education institutions, the government passed the Act of Parliament Education Act No.25 of 1978 as amended by Act No.10 of 1995 which established school committees and boards which provided a benchmark for involving parents, community and other stakeholders in managing school and other education institutions. Section 40 (1) of the URT National Constitution stipulates that there shall be an established school committee for every school (URT, 2003). Government efforts to transfer educational decision making power from central government to local communities through their local committees are meant to enhance, local ownership and democracy.

In Tanzania community participation in school management is represented in the school board. Both the chairperson and other board members come from the community members to which the school is located. According to URT (2004; 15) some school board members, management board's responsibilities are;

- To oversee implementation of the school plans;

- To approve school development plans including budgets;

- To deal with students' disciplinary cases, and;

- To advice Ministry of Education and Vocational Training (MoEVT) and

- Teachers Commissions (TSD) on Teachers disciplinary cases.

The mentioned processes aimed at also in increasing accountability, effectiveness and efficiency in provision of education (Masue, 2010; URT, 2001). Community secondary schools in Tanzania were facilitated by the liberalization of education which resulted from Universal Primary Education (UPE) 1974 objectives which aimed at making primary education to be available in the nation, compulsory and free to ensure equal access (URT, 1995).The implementation of UPE led to the increase of children enrollment at primary schools in 1980's. The expansion of primary school enrollment rates therefore needed to find a solution that could enable many standard seven leavers who had no chance to join secondary education to have that opportunity in order to get secondary education (UNESCO, 1985).

2.4 Democratization of Education

Matekere (2003) in his study on effectiveness of community secondary schools in Tanzania found out that the rapid increase of the schools was attributed to the contribution of competition among the politician to influence people to vote for them in 2005 general election in Chama Cha Mapinduzi (CCM) manifest section 61,sub section 'a' and 'b'. Hence each ward was mobilized to establish at least one community secondary school; this led to the increase of community secondary school from 1202 in 2005 to 3216 in 2010.

The parents and community involvement in planning and decision making in education sector is a very important tool of democracy due to the fact that parents and the community becoming part and parcel in education provision through means such as

provisioning of materials and skills. For instance parents may contribute material things such as desks, books, chalks and other teaching and learning materials instead of waiting for the government. This enables the government to not only be a provider of each and every thing to their children but as one which shares resources, skills and experiences with parents and community at large. Through sharing responsibilities in running community schools it is definitely that the overall development in Africa will be enhanced. Local organizations will be empowered to represent interests of parents and their children in the field of education (Okoye, 1986). This does not indicate how community involvement in planning and decision making contributed to the democracy in community secondary school as this study intends to show.

The school management team and community have a part in identifying school needs, setting concepts, objectives, goals and implementation of the school projects (Raphael, 2008; Mtolea, 2007). Morgan (2006) has argued that community participation and support in education are considered to be important blocks in democratization of societies for encouraging people to hold the government accountable for meeting its core responsibilities. The community involvement can make the community members to feel that they are part of education development in community secondary schools in their vicinity and may in a way be encouraged to give support. Effective community participation to school at the local level may lay a solid foundation to democracy at the national level especially in Africa where national democratic institutions are considered to be fragile (Adam, 2005). Often those parents with the most pointed question and serious concern about school activities are those who have little or no contact with the school today. When parents, families and communities are involved in school they have opportunities to gain a greater understanding of challenges and achievements of the education system. Parents and community have many questions on how the community

secondary school is conducted because they are not ready to be involved in school matter like looking at their children's performance, attendance and behaviors (Mulengeki, 2004).

Democracy is one of the standard development indicators. At the national level democracy, helps people to elect their leaders who are believed to direct the people he/she leads in the right direction. Such an attitude is vital even at local level since through participating in schools programs. Community members are able to plan and implement different programs that are vital for their development education plays an important role in raising the quality of democracy.

2.5 The Importance of Community Involvement in Planning and Decision Making in Secondary Schools

Schools are located in communities, but are often 'islands' with no bridge to the 'mainland' families live in neighborhoods had little connection to each other or to the school their children attending school (Adelman and Taylor, 2007).All these entities affect each other because they share goals related to education and socialization of the young. The school, home, and communities must collaborate with each other. This study shows that community members are not engaging themselves in matters related to schools in their communities. Not only that but also the majority are not connected with each other in discussing the same goals concerning education. Both of the mentioned factors have either negative or positive impact when it comes to school's development, especially to children who are supposed to be socialized in pro- active environment especially in

connection to education development in their communities (Adelman and Taylor, 2007).

The study however, did not link with the community participation in secondary schools with democracy .Apart from the importance of effective networking with schools as well as among community members parents are supposed to have enough time to make a follow up of their children education development through enquiring their children's problems and success, inspect exercise books, encourage them to study hard in order to improve their performance. As suggested by Macbeth (1991) this can encourage the children to be active in their studies. . On the other hand parents and community at large can ensure that their children attend school regularly, arrive at school on time, eat in the morning before lesson begins, and provide time and space for children to study at home. This may positively impact on community secondary school pedagogy (Tungaraza, 2007). However the study did not show how education democratization may enhance education development.

In Kenya, community involvement in secondary school has been initiated at early years of her independence in 1963. Kenya for instance adopted 'Harambee' which literary means 'let's pull together'. Harambee project was initiated by the community in order to support different development projects (Babyegeya, 2002). Through harambee, community members solicit voluntary contribution in terms of finances, materials and labour. Under harambee, the community participates fully in education development which enables them to be involved in education activities for the development of their children schools. This shows that community involvement is a very important decentralization tools especially in education development.

Also in Tanzania nowadays, there is the increasing of secondary schools, every region has the task to construct a secondary school in order to provide the chance to many children to get secondary education (URT, 2000). Most of the Tanzanian parents and community do not participate in planning and decision making on their children's education and that activity is left to be done by teachers and school administration which is a problem, the awareness of how the community can be involved in planning and decision making as in Tanzania seems to be low (Raphael,2005).

Devis (2000) who studied on families argues that, families' involvement with matters concerning their children is very important and depends on income or education level of parents. It is important to note here that, parent-family community involvement is a key issue in addressing the school drop-out crisis. Put it differently   strong family -community participation has a major impact on children's academic success and social development. Therefore, if we are to improve the future of the children there is need to use every resource we consider important for education's development. This may be achieved if the school management gives room for parents and community members to freely intervene into matters concerning their children, so that parents and community could share ideas, knowledge and skills if they get an opportunity to do so. But this study intends to deal with community participation in planning and decision making of education as democratic issue, which will influence the parents to know their children's progress in their learning process and children will be encouraged a lot to learn because they know that parents know each and everything about their education. People's participation involves different ideological arrangement and varying perceptions. However, popular participation still remains the best strategy for community development in general and communities schools activities in particular by using local

resources which are often more sustainable than imposed resources out of any given community (Kallabaka, 1989).

To sum up the above arguments as argued by Thompson (1981) that, one of the reasons of community participation is to increase efficiency and effectiveness of the education sector. Effective and effectiveness of education sector are enhanced when the community members take part in its development. The community members know better of their environment and type of education that should be provided to fit their environment than the non- community members. It is very important for the parents' and community members to participate in school activities so that the school can reflect the community life in which it is located.

2.6 The Involvement of Parents and Community Members in School Activities

The communities can be involved in planning through representative or direct participation in decision making of school developmental plans. Community representation may be through school committees whereby the respective committee has to decide on strategic matters such as allocation of Secondary Education Development Program (SEDP) funds on behalf of the community (URT 2001 and Masue, 2010). The SEDP funds and other funds may be mobilized by school board and planned according to the demands of the school.

Traditionally parents' involvement in education has included home-based activities like helping with homework encouraging children to read, promoting school attendance and other school based activities like attending Parents Teachers Association (PTA) meetings, parent teachers' conference, concert and other events. The parents' involvement helps to

raise money for various school-improvement projects and volunteering at school during the day. The parents and community involvement are good attendance at school-sponsored events or having a strong volunteer program. In order to establish school, parents and community relationship, we need to keep parents and community informed in order to be involved in different school activities as partners. This can effectively be done if parents are involved in decision making process.

According to Anselmo (2003), community involvement through their leadership helps to mobilize resources that otherwise would remain underlined, community can be involved directly through contribution of available resources in their locality so as to supplement government funds provided for which the leaders program (Anselmo, 2003 and ADEA, 1999). The community has many resources and should know and encourage the community members to use it for their children education's development. The government through community leaders should encourage the parents and community members to use their resources for the school development for their children. This lacked evidence on how community partnership with school, may facilitate the democracy as these studies do intends.

As argued by Spring (2009), without information and skills to communicate with each other, misconceptions and distrust can grow between parents and school personnel, but through team building workshops and outreach activities like information newsletters, handbooks and home visit parents and school staffs learn how to trust each other and work together to help their children success in school. Workshop may include helping parents support learning at home, preparing parents to participate in school decision

making and providing teachers, head teachers and school staffs with strategies for working with parents as partners.

To develop programs, activities and to engage families in providing students' achievements needs, the plan which should be done in collaboration with an action team of families, teachers, and parents organization like to design two families' involvement programs each quarter of the year to help families participate more effectively in improving their children's learning (Epstein,1995). But this study intended to show how the parents, community involvement in planning and decision making as a democratic process which other studies did not say about.

2.7 Empirical Studies

Countries differ in how they involve parents and community at large in secondary school development. Some countries involve parents in almost every aspect of operation. Parents have responsibility to perform goals of school, design human materials and financial resources for attainment of education goals and put those into effect (Okumbe, 1999). For example in China for quite some time, participation of parents in children's schooling was not part of Chinese culture. Parents did not have the knowledge and expertise to provide appropriate learning activities for their children (Chen, 2002).

In Taiwan the Ministry of Education has introduced important reform to include parents' participation in schools. The new education reform requires every primary school should have parents' involvement program schedule. This indicates that parents' participation in school development is seen as democratic issue in terms of individual rights. Different researchers have tried to study different societies on how these communities are involved

in different activities in community secondary schools' development. But they did not fill the gap about how community involvement in community schools in planning and decision making can influence democratization in education as this study intends to do.

Henderson and Berla (1994) found that most accurate predictors of students' success in school were the ability of the family to be along with the school. Helping and support of school personnel to create a positive home learning environment, communicate high but realistic expectations for their children's school performance and future careers and become involved in their children's schooling.

Ashona and Jackson (1983) conducted a study on parents' involvement in school activities in Northern England and noted that forms of participation can help or hinder early reading development skills. They argued that parents could pay a role in fostering development especially in pre-reading and early stage. The governments' strategy for security parents' involvement in school development was set out in 1997 in a white paper on excellence in school. The strategy included, involving parents with information, and giving parents a voice by encouraging parental partnership with school. Parents visit school together with relevant information and established good relationship with teachers to keep abreast of their children's development.

Adam (2005) conducted a case study to examine the impact of community participation on performance of basic school in Northern Ghana. The study focused on the forms and levels of community participation in rural and urban schools and its influences on schools performance. The findings revealed that whenever community actively participates in school activities, there was a high level of education development.

Otieno (2002) studied the essentials of parents' involvement in children's education and observed that parents' participation at school helped children to achieve the best learning outcomes. He revealed that parents were involved in school life, through school council, parents' club, volunteering and stay up to update news about what was happening in education. In this environment opportunities were available for parents' who wished to volunteer or help school activities like excursion and other school events for education development.

Mulengeki (2004) examines the local community capacity and primary school functioning in Kagera region, Tanzania. The study focuses on the strategies through which resources from community members were mobilized and managed for increased access, quality and relevance of programmes offered by school. The findings showed that schools differed in strategies which they employed to mobilize and manage resources. Rural schools were found to outperform the urban schools in terms of school infrastructure as well as teaching and learning materials. The findings also revealed that the competence of school committee members in planning and decision making were very low in rural school. The extent of community participation in school activities was found to be not sufficient. Also it was revealed that the efficiency of community participation was found to be impeded by poor communication network which linked the school and the community.

Raphael (2008) conducted a study on community involvement in management and financing of community secondary school and it was found that leaders at the community level are very partially involved in some management functions except in implementing school plans. Their involvement is limited to preliminary stage of school planning such as

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mobilization of direct voluntary and obligatory contributions of funds, materials, labour force, donation and allocation of construction of sites.

Seni (2008) conducted a situational analysis on the status of community support in managing community secondary school where local leaders and community members were actively involved in matters concerning management of schools; they have at least reasonable number of classrooms, teaching and learning resources and staff although they were still inadequate in relation to the actual demands.

Matekere (2003) has shown the effectiveness of community secondary schools in Tanzania, the case study of Mvomero district council in Morogoro region. The study findings revealed that low understanding among community members and the absence of ownership of the school contributed to ineffectiveness community secondary schools. The study concluded that community secondary schools were ineffective in the provision of education due to poor community participation in school activities.

These researchers tried to show the importance of community participation in primary and secondary schools in relation to pedagogy in order to increase students' performance and different ways parents and communities may network for education purposes. Apart from several efforts done in unveiling women economic contribution in most studies and policy documents, there was often inconsistencies and inadequacies when valuing what women do and their impact to households sustenance. Even where women's contribution is documented, the analysis still stops short of integrating the data with the broader household and community structure in which the activities take place.

This study has adopted a more holistic approach in studying women's economic contribution by integrating activities that make up the sustenance and maintenance of life and growth. For, what women do, is not simply seen in the actual work they do but also in how they maintain relationships for households sustenance and community coherence. It enriches the sociological theoretical debate in alternative theorization of women's work as a strategy towards building sustainable development in community. Findings from the study will also inform development interventions, policy makers, programme and project planners who address women's issues. Thus be able to design appropriate measures to intervene in women's work and build up a sustainable economy within the coastal communities and their households in particular development.

They however do not show how community participation can be used as means of making education a democratic process by enabling different stakeholders to be involved in schools management in order to improve education in Tanzania.

2.8 Synthesis of Literature Knowledge and Research Gap

Matekere (2003), Adam (2005), Otieno (2002), Raphael (2008) Mulengeki (2008) and Seni (2008), Galabawa, (2003) have indicated the importance of parents, family and the community in school development activities so as to improve children's performance by using different means. Most of the literatures suggest that parents should be involved in issues like planning and decision making of different school activities, mobilization of various resources, procurement of land and physical facilities, construction of school buildings and other facilities such as table, chairs, desks, and security. They all show that in some societies, parents, family and community participation is very low because of illiteracy, poverty and ignorance of the parents and community at large (Seni, 2008)

However little is shown from the mentioned literatures concerning community involvement in planning and decision making process and its importance in democratization of education to enhance parents and community involvement in school activities. This study intends to fill the gap as identified in the discussed literature by examining the extent of which community involvement in planning and decision making can be considered to be an important tool in democratization of education for its improvement. Also the study intended to look the extent to which parents and community members have voice in school governance, the extent parents, community members, school administrators and teachers collaborate and support each other in schools development and have a common understanding among parents, community members, school administrators and teachers and responsibilities were attained for the school development.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in the study. It describes the study design, the study area including its social cultural background and economy. The chapter details sampling procedures, socio-demographic characteristics of the respondents and data collection techniques. It also explains how data were processed and analysed. Lastly the chapter explains limitations of the study as well as how it

adheres to research ethical considerations.

3.2 Area of the Study

This study was conducted in Coastal region in Bagamoyo district. The study was conducted in four wards namely; Mwambao, Dunda, Zinga, and Kerege out of sixteen wards. Other wards are Bwiligu, Kibindu, Kimanga, Kiromo, Kiwangwa, Mandera, Lugoba, Ubena, Talawanda, Msata, Miono, Msoga, The wards were randomly selected whereby the researcher wrote the names of all sixteen wards on a piece of papers and randomly picked up one by one among the paper put in the box. The wards were selected due to the fact that many of its members were willing to participate in the study. The following community secondary schools which were picked in the four selected wards were Hassan Damji, Dunda, Kingani, Zinga and Kerege.

3.3 Research Design

This study used a case study research design which allows the researcher to collect data from field using interview, focus group discussion, observation and documentary review and report the findings, which explain in plausible manner. This design can be used when collecting information about various education and social issues (Kombo & Tromp 2006).

3.4 Research Approach

This study used a qualitative research approach. Qualitative research is concerned with offering specialized technique for obtaining in-depth responses about what people think and experience. It enables researchers to gain insights into attitudes, beliefs, motives and behaviours of the target population, and gain an overall better understanding of the underlying processes. By its very nature, qualitative research is subjective and exploratory.

3.5 Target Population

The target populations of this study were parents with children in CSSs and with no children in the CSSs, school board members, District Education Officer, heads of schools, teachers and students. The respondents were included in the study for the fact that they were the community members who lived around the schools and were in one way or another involved in planning and decision making in secondary schools around them. This enabled the researcher to have sufficient data concerning planning and decision making in relation to democratization of education.

3.6 The Sample of the Study

The results from the sample can be used to make generalization about the entire population. The sample size of the study was one hundred and one (101) respondents. Twenty parents who had children in community secondary schools and ten parents who had no children in community secondary schools but lived close to the secondary schools, five school board members, five heads of schools, one DEO, ten teachers and fifty students. The category and size are shown in Table 3.1

Table 3.1.Respondents profile and Respective Instruments Administered

Category of respondents	Expected Respondents	Actual Respondents	Instruments' Administered
DEO	1	1	Interview
Headmasters	5	5	Interview
Teachers	10	10	Interview
Parents with children in CSS's	20	16	Interview
Parents with no children in CSS's but live closer to the school	10	7	Interview
School Board members	5	3	Interview
Students	50	50	Focus Group Discussion
Total	101	92	

3.7Sampling Procedures

This study employed purposive sampling, convenience sampling and simple random sampling for getting the respondents of sample of the study.

3.7.1 Purposive sampling

Purposive sampling is non probability sampling where participants are selected purposively due the potential information they have to the study. Mostly it involves small number of respondents. Heads of schools, District Education Officer and those teachers who represented the teaching staff in board meetings were selected purposively because of the positions and the professional skills they had in education development. They were all well equipped with potential information which concerned the study as they were the ones who linked schools and parents.

3.7.2 Convenience sampling

Convenience sampling technique was used to select teachers, parents with children in community secondary schools and those who had no children in community secondary schools and lived close to the schools. Others who were selected by using convenience sampling were board members. Both were selected because it was easy for them to understand what was required by a researcher.

3.7.3 Simple random sampling

Simple random sampling was used to select students to be included in the study. Each student had an equal opportunity of being included in a sample. Therefore names of students were written on a piece of paper, put in a box and one teacher of one of the schools in the four wards randomly picked up the required number of students to be included in the sample.

3.8 Data Collection Methods

In this study several methods were used in collecting data. These included interviews, observation, focus group discussion and reviewing of several documents in relation to the study.

3.8.1 Interview

It is the method where information is collected through interaction between the researcher and respondents. The researcher used structured interview in order to obtain an in depth information from District Education Officer, school board members, heads of schools and teachers. This helped the researcher to have a good understanding concerning attitudes and perceptions on community involvement in planning and decision making in community secondary schools studied. On the other hand parents were interviewed using semi-structured interviews. The interview basically aimed at knowing how they were involved in planning and decision making so as democracy was enhanced especially in matters relating to community schools management.

3.8.2 Observation

The researcher employed observation method to observe physical infrastructure in the studied schools and noted down in the findings in note book. She therefore observed things like school classrooms and offices which were planned and constructed with the help from parents and community members. This enabled the researcher to get a clear picture of the physical structure of the school as a result of a planning process which involved all teachers, parents and the communities surrounding the community schools. Not only that but also the researcher through schools' visitors books was able to trace the frequency of parents and local communities visits to the selected community secondary

schools. This provided the researcher with an understanding on the extent of which schools and communities around them were networking to improve education development in the ward.

3.8.3 Focus Group Discussion

The use of focus group discussion was based on the general assumption that informants would sometimes be more open to discussing local experiences and perceptions if they discussed them in groups rather than in a one to one interview (Creswell 2003). The researcher used focus group discussion for students in each community secondary school in order to know how local community members were involved in planning and decision making for democratization of education in supporting schools. This enabled the researcher to know and get information on the perceptions and forces that influenced parents and community members to participate in planning and decision making for the education development.

3.8.4 Document Review

According to Kaya, Man and Omari (1989), both primary and secondary sources are essential for understanding and contextualizing the research problem. In this study the researcher used both primary and secondary sources. Primary sources included minutes of meetings of teachers and parents meetings, school budgets, action plans, school development plans and minutes for the school - community meetings which related to planning and decision making in community secondary schools. Secondary data sources were books, journals, newspaper, dissertation and pamphlets. These documents provided the information on what had been done in other communities concerning community participation in relation to education development.

3.9 Validity and Trustworthiness of the Data Collection Tools

Reliability is concerned with the replicability of scientific findings. In order to ensure validity and trustworthiness of the research instruments used in data collection process the researcher pre tested interview guides and focus group discussion schedule to her fellow students during research designing stage. The process of ensuring validity was done in order to ensure that the tools which would have been used in data collection would be able to gather the needed information.

3.10 Generalization of the Research Findings

This study used the case study research design, which a small area was used for the study and the findings could be used in an area which had the same characteristics but not in the areas with different characteristics.

3.11 Data Analysis Strategies

According to Anderson and Arsenauit (1998), the nature of the problem to a large extent dictates the type of data analysis technique to be used. The qualitative approach enabled the researcher to extract relevant information for measuring the variables which were recorded and summarized in narrative format, critical analysis of documentary sources was done by systematically summarizing content and information obtained through research observation in the field were presented. The Tables were used for summarization and presentation of data.

3. 12 Research Ethical Considerations

Ethical considerations were met in accordance with the Open University of Tanzania regulations to maintain the integrity of the communities in the study. The researcher

therefore sought permission from the Open University of Tanzania and Bagamoyo district council to conduct research in Coast region in Bagamoyo district. Also before any interview respondents were informed on the purpose of the study and asked for their willingness to participate in the study and were assured of confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings on the role of communities and parents in enhancing democratization of education in community schools in Bagamoyo district. The chapter has four sections. The first section discusses on the impact of Education and Training Policy of 1995 on decentralization of the education system, while the second section deals with the discussion and analysis on the perceptions which influence community involvement in planning and decision making in CSSs. The third section explains how parents and community members participated in planning and decision making in CSSs and the fourth section discusses on the impact of decentralization of education to parents and community members participation.

4.2 Education and Training Policy (ETP) of 1995 and Decentralization of Education Provision

Since independence, different policies and measures have been taken to ensure quality provision of education in Tanzania. Some of the policies and measures have included; Education for Self Reliance policy (ESR) of 1967 initiated by Mwalimu Nyerere. The policy aimed at equipping children with skills which would enable them to be self-reliant when they finish their primary education. Between 1967 and 1978, the government took several steps and enacted several laws in order to legalize actions taken as a result of Arusha Declaration and ESR policy of 1967. In addition to that in 1972 the government introduced decentralization programme. Moreover in 1990 the government constituted a

National Task Force on education to review the existing education system and provided suitable education system.   In 1992 the Task Force report was submitted to the government and the recommendations of the report were taken into consideration and formulated the Tanzania Education and Training Policy (ETP) of 1995.

The ETP stressed the provision of quality education and training as an ultimate goal of the education system. The policy advocated for the decentralization in management and administration of community secondary schools by involving both communities and parents in planning and decision making.   The aim was to facilitate efficiencies of secondary education by reducing bureaucracy in decision making and encouraging community to get involved in matters concerning schools.

The mentioned policies were put in place through different means such as the establishment of school boards initiated by the government. School boards consist of some parents, community members and teachers. Headmasters/mistresses are directly accountable to school boards. Among other things school boards and school committees as stated in ETP of 1995, the policy is responsible to reform management, development of school plans, discipline and finance of the institution under their jurisdiction. This situation calls for more effective financing plans which the emphasis of re-directed more at cost sharing and cost recovery with NGOs, private organization, and individual members of the community. Priorities in planning, programming and provision of education and training services would be linked with the utilization, rationalization and maximization of the country available resources in order to ensure sustainability of internal and external support and mainly to give support to government's efforts in those areas such as education which are crucial to the development sector.

The government devolved some of the responsibilities and powers to the Local Government Authorities as stated in Secondary Education Development Program (2005) that; the government devolved authority of financial/operational management of schools to school boards in order to promote the accountability of heads of schools, to develop school plans and execution and to train the school heads, board members and management team so as to devolve authorities and responsibilities to lower level by 2006 (URT, 2005).

4.3 The Perceptions that Influenced the Involvement of Community in the Planning and Decision Making in CSSs Activities

The community and parents involvement in school development activities is important for improving the quality of education in any given community. As such the government of Tanzania encourages community members to take part in development projects in their vicinities. The development projects include health centers' construction, road and water construction, primary and secondary school construction to mention just a few. Despite government efforts to encourage and motivate parents and community to get involved in development project as mentioned before yet the majority are not fully engaged in development projects as expected (Raphael, 2008). DEO was interviewed to find out the extent of which parents and communities involved themselves in education planning and decision making in CSSs. Through this, the researcher understood the parents and community members' perceptions concerning joint planning and decision making in connection to CSSs in the district. It was revealed that many parents and community members do not know the importance of their involvement in planning and decision making in community secondary schools. The finding shows that parents were not fully

involved in planning of the activities in CSSs due to the low level of awareness on the importance of jointy school management. Similar responses were given by heads of schools and deputy heads of schools. Three (3) out of 5 heads of schools who also school board members revealed that, parents and community members do not understand how their involvement in school management positively impacts on the quality of education provided to their children. Only one head of school said that, parents and community members know the importance of being involved in school planning and management. He particularly said that; '… parents and communities members do not see the importance of their being involved in managing schools around their vicinities. Most of them do not neither fully participate nor contribute in activities which are related to schools.' *(*Interview with the head of school A)

In addition to that it was also revealed that sometimes even when parents and community members agreed to get involved in activities related to school development, the majority were not involved during implementation stage. As such it was difficult to realize the agreed objectives related to education development. One deputy head of school said that '…These buildings, namely classrooms and administration office were supposed to be finished by now. But parents did not contribute money as they promised to do so. Some promised to come in person to build one classroom but to no avail (Interview with the Deputy Head of school D).

And at school B the Headmaster said that; '....the parents and community members failed to complete one teacher's house as they agreed because parents did not contribute money for the construction of this house" (Interview with the headmaster).

Similar observation was revealed regarding teachers' responses; half of interviewed teachers said that parents and community members do not know the importance of their involvement in school development activities. They do not participate in school activities. Only two 2 (20%) teachers out of 10 said that parents know the importance of getting involved in school development planning and participate school activities as shown in Figure 4.1.
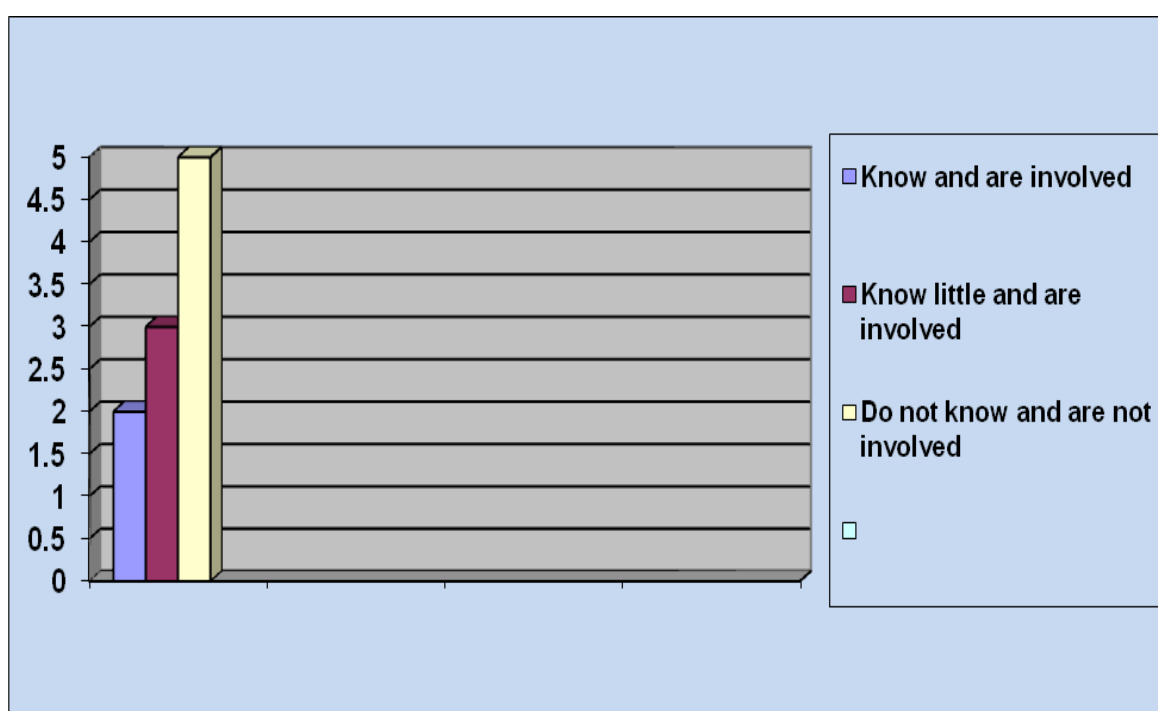
Figure 4.1: Teachers Responses on the Parents' Knowledge on the Importance of Parents and Community Involvement in Community Secondary Schools

This shows that parents and community members' knowledge concerning the importance of involvement in the CSSs was very low because 5 teachers which is equivalent to 50% out of 10 teachers' responses, revealed that many parents and community members do not know its importance of their involvement in school activities. Three (3) teachers the equivalent of 30% were a little bit aware on the importance of parents and community involvement in planning and decision making in CSSs.

Also the interview were conducted with parents who had children in the CSSs and those who had no children, the parents were interviewed in order to get the information on their perceptions on their involvement in planning and decision making. The findings revealed that many parents and community members did not know their importance and their not being involved in the school development activities were as indicated in Table 4.1.

Table 4.1: Parents and Community Responses Concerning Being Involved in CSSs

S/N	Perceptions	Parents and community members participated		Total	Percentage
		Parents with children in CSS's	Parents with no children in CSS's		
1	They know the	4	1	5	22%

	importance of getting involved and participate in all school activities				
2	They know the importance of getting involved and participate in few school activities	2	1	3	13%
3	They do not know the importance of getting involved in school activities	10	5	15	65%
Total		16	7	23	100%

This shows that most parents and community members that were 15 out of 23 (65%). They did not know the importance of their involvement and were not involved in school activities. Only 5 out of 23 which was equivalent to 22% knew and were involved in CSS's development activities. Through interview one parents said; '…We knows that secondary schools belong to the government and the government has a lot of money to finance their activities. Teachers, headmasters, mistresses were the ones who were supposed to manage the schools not us.' (Interview with a parent of school C)

Through these responses, the researcher observed that parents and community members had low understanding of their responsibilities to the CSSs which influenced them of not involving in the community secondary school as provided by the Education and Training Policy (ETP) of 1995. This finding is supported by Adam (2005) who revealed that low participation of community members to school affairs occurs when community members were not aware of what was happening in the schools. For instance in secondary D the Ward Executive Officer, Village Executive Officer and parents initiated the construction of the CSS after seeing that children in their community had to go a distant secondary

school and they therefore decided to build the school near their homes. However, some parents and community members were reluctant to contribute money to buy building materials for school building as one parent revealed that:

'…We decided to build this school so that our children study here near our homes. But you know some parents did not contribute money as we agreed upon in the meeting. Only few of us paid the required amount of money and that is why up to now these classrooms are not yet finished. (Interview with parent of school D).

Findings from parents and community members show they were of the view that community secondary schools belong to the government and they had little responsibilities on its development. This seems to be similar to the study conducted by Okumbe (1999) in China for quite some time, participation of parents in children's schooling was not part of Chinese culture, and parents did not have the knowledge and expertise to provide appropriate learning activities for their children.

From the school board members the interview was conducted so as to triangulate the information provided by DEO, head of schools, teachers, parents and community members for the aim of enhancing the accuracy of the findings collected during the interview. The findings were diverse while the board member of school D said that the community members knew the importance and that they were involved in CSSs activities. The board member of school B said that, the parents and community members knew little and involved minimally in the school activities and board member of school C said that the parents and community members did not know the importance and they were not involved in school activities.

The researcher conducted focus group discussions which involved 50 students from 5 secondary schools in Bagamoyo district. There were five groups which comprised 10 students each.

The findings from the focus group discussions revealed that, the parents and community were not involved in planning and decision making in the community secondary schools because many of them as shown 42 out of 50 (84%) students revealed that, parents and community members did not know the importance of being involved in school activities, although these schools were located at their community. Only 3 students out of 50 (6%) revealed that parents and community members knew and were involved in planning and decision making the CSSs. The rest 5 (10%) did not provide any answer. This is shown in Figure 4.2;
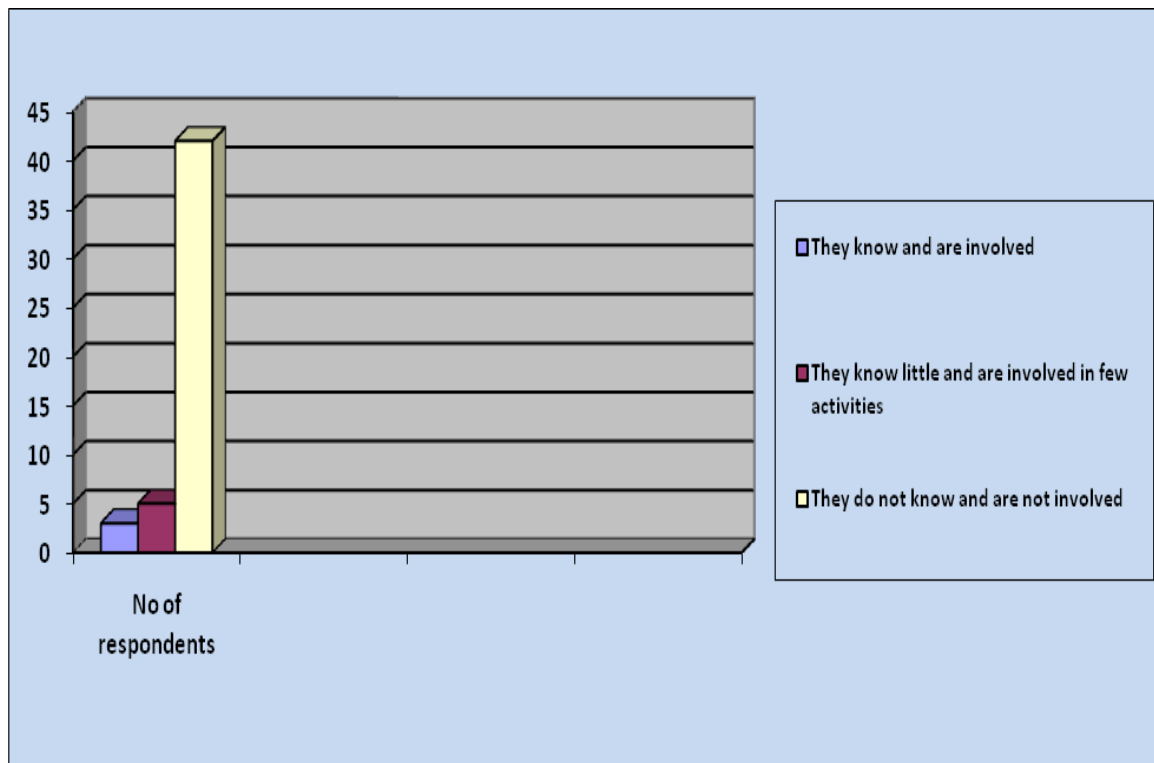
Figure 4.2 Students' Responses on Parents and Community Involvement in Planning and Decision Making in CSSs

4.3.1. Parents and community knowledge on community involvement in CSSs

Community and parents were not involving themselves in activities concerning school development as the majority of them did not understand as pointed out earlier why they should contribute money in school development activities, while it is the government which is supposed to make sure that all planned activities concerning school development are financed by it. One parent said;

> '…I don't know where the idea of community and parents involvement come from because many of us do not know the intention of being involved in planning and decision making because we believe that these are school administration, government and teachers work' (Interview with a parent of school A).

To a large extent this shows that the majority of parents and community members were not aware their right and responsibilities to the question of getting involved in schools' activities within their vicinities as advocated in Education and Training Policy (ETP) of 1995. However, their low level of awareness concerning the importance of their being engaged in school development can be linked to high level of illiteracy in Bagamoyo district. Few parents and community members know that, their involvement in these community secondary schools where their children study was very important because it could help to improve the teaching and learning environment as the head master of school D says;

> '…. some of the parents and community members know their responsibilities and importance of involving themselves because they volunteered for constructing classrooms and administration offices for the sake of their children who were going at long-way to get education as you see in our school' (Interview with head of school A).

In this case the researcher noted that, if the parents see their children suffer from the shortage of education facilities and being informed can influence them to participate in school planning and decision making for the development of their children's education (URT, 2004). Community participation in education development allows for consensus buildings on solving education problem.

4.3.2 The factors influencing parents and community members to participation in planning and decision making in CSSs

This section discusses the driving forces which force parents and community members to get involved in CSS's development activities. The findings revealed that the forces which influenced the parents and community involvements are government, donors and community itself which seems to be low.

Through the interview the researcher tried to find out the factors which influenced the parents and community involvement in CSS's. The findings revealed that, the government seems to be the initiator of the policy and the one who push through the policy implementation of education decentralization where the parents and community members were given the responsibilities of building and managing the community secondary schools .Although parents and community members were not involved at first, this affected the implementation of the policy because they were not prepared from the beginning. It concurs with Masue (2010) who argued that government efforts confer educational decision making power to local communities through their local school communities.

Also donors influenced in some of the community secondary schools in planning and provision of learning material and fund in the school development activities as shown in figure 4.3
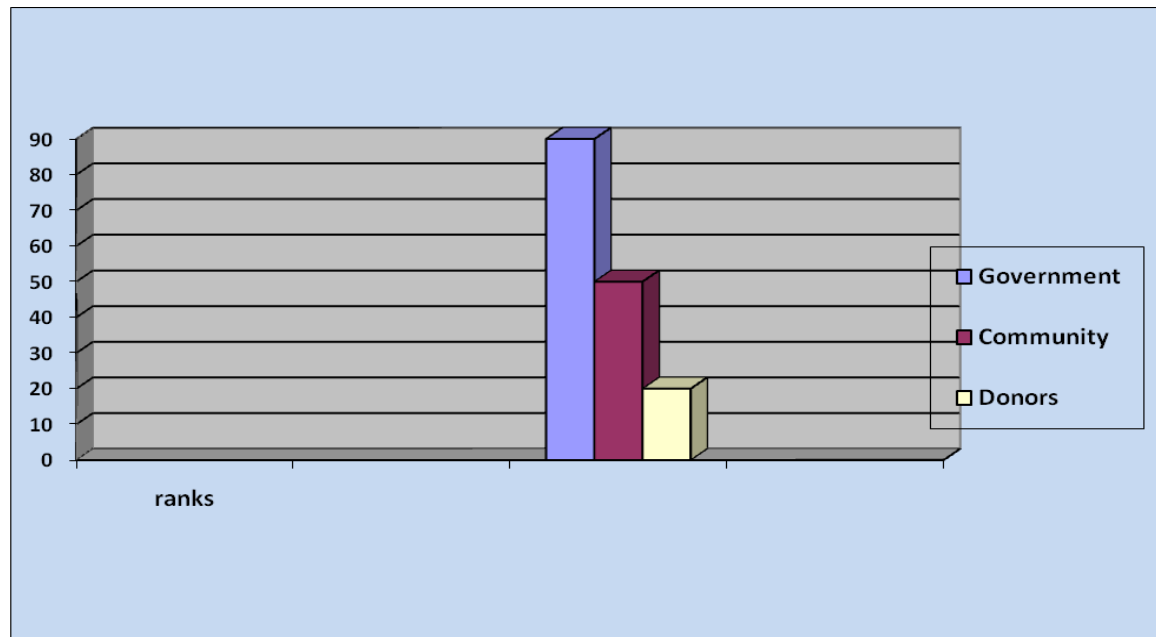
Figure 4.3 Factors that Influence Parents and Community Involvement in CSS's

The figure above shows that, government is the main institution which influences parents and community members' to get involved in planning and decision making concerning

development activities in Community secondary schools. This correspond with 90% of the government influences of the parents and community involvement of the findings, community members contribute half that mean 50% and donors 20% influenced for some extent in some of the schools.

Uemura (1999) and Adam (2005) view that due to poor capacity of most African governments to provide education and other social services, community participation and support is considered as an alternative strategy. URT (2004) identifies one of the responsibilities of community members to the CSSs development in their respective wards as to mobilize resources for construction of school in their wards.

a) The government and donor support

From the interview done by the researcher with DEO in the Bagamoyo district, the findings show that the government and donors are the one who influence community involvement in the education development, and initiated many education development projects in these community secondary schools.

She said that;

> '…. there are donors who contributed a lot in the construction of schools, in school A the Indians started the school and later left it in the hand of parents and community members, also TASAF helped the construction of some of the school buildings in school B and Campaign for Female Education (CAMFED) assisted some of students who came from poor family in school D by providing learning materials' (Interview with the DEO).

The similar response was also found by head of schools who said, apart from the fact that most schools were initially established by the government, donors also largely support

government efforts. As the findings revealed that, most of the schools construction initiated by government and donor who supported the government and the community involved to provide contribution of running the community secondary school which causes them to do not know their importance in the involvement in planning and decision making.

The Tanzanian government asserts that, education is the rights of every child and important tool for human liberation in Tanzania (URT, 1995). The United Nations and donor community provide a lot of assistance to the developing countries like Tanzania, the government of Tanzania does not leave alone the community to involve itself in school development, it assist community in building infrastructure like classrooms, staffrooms, toilets and provision of teaching and learning materials in the CSS's and then ask the community to support those development projects through their contribution and labour provision in establishing CSS's as starting point for their involvement (UNDP,2007). As the headmaster of school A said;

> '…… this school was established by the government for instance four rooms were constructed by the district council while parents and community members provided labour and were guarding the material during the building stage. However we fortunately get a help from a donor who is an Indian. He helped us with the construction of   12 classrooms (Interview with head of school A).

Also the teachers revealed that;

> '….the community secondary schools mostly were introduced by the government, parents and community members were not involved in the initial stages which make it difficult for them to get involved in the planning and decision making in the school activities' (Interview with a teacher of school C).

This shows that government is the key figure on the formulation and introduction of the policy, even in the implementation of the policy .As UNESCO (2008) revealed that, the devolution of decision making authority to school community can facilitate and enhance participation which is a core strategy in the 2000 Dakar Framework for Action.

b) The support from the community and parents

The researcher observed that the community involvement in education development in CSS's is initiated by both the government and Local Government Authorities and involvement of community members depends on the nature of the plans and decisions to be made .As Mosha (2006) identified that communities must be able to identify community interest and needs, also community members are not ignorant, but they know a lot about their school and what is going on their community, if their given chance to participate their contribution are likely to promote successful of their education project and reforms due to their useful contribution.

The few parents and community members who know the importance of involving in community secondary school contributed a lot in the education development regarding their economic status because they provide their contribution through money and labour for the school development projects, the parents and community also supported in planning and decision making of the school development. The parents and community members through meetings where they express their views and help in decision making process, and in the implementation process to make sure that the decision made during the meeting are implemented.

In large extent the researcher found out that most of the CSS's plans and decisions initiated by the government as revealed during the interview conducted to head of schools shows that 3 out of 5 (60%) revealed that the government is the one initiated the construction of community secondary schools as one Head of School said;

'….. there is no any development plans and decisions that are initiated by the people themselves, mostly the government initiated the school development plans and decisions like building of teachers offices, classrooms, toilets and provision of some money to the schools, and then ask the parents and community members to support those plans and decisions (Interview with the headmaster of school A).

Similar responses were provided by the 7 teachers out of 10 (70%). They said that most of community secondary schools were introduced by government, parents and community. Since the majority of them do not take part in planning process it becomes difficult for them to get fully involved during implementation stage. For instance only two (2) teachers from school D revealed that parents and community members were involved from the initial stage of school construction. Some parents were even help in finding an area to build a school. One teacher said that; '…Few parents and community are involved in providing funds for porridge, security, water, and school fees and even when it comes to construction of schools infrastructure, most of them were not ready' (Interview with a teacher of school B).

Also the same findings were revealed by the school board members 2 out of 3 of them revealed that few parents and community members involved in provision of fund for water, porridge, security and school fees which also were contributed by low attitudes of

parents and community members involvement in the school, as one board member revealed that;

'….it had been difficulty for the school administration to influence the parents and community members because most of them they did not want to contribute for the school activities development even for their children expenses like porridge, water, electricity, and security which cause difficulty in planning and decision making in the schools.'(Interview with a board member of school C).

Although parents agreed to contribute during the parents-teachers meeting on the services provided in the school, but it difficulty when it comes on their implementation.

4.2.3 The advantages of community involvement in CSS's

Community participation in school activities is a catalyst to school development; community can involve in the process of improvement of students' academic performance by providing and create home, school and community environment conducive enough to reinforce the work of the school (Watt, 2001).

The government in the world, local government authorities and Non-Government Organizations (NGO's) believed that any community development needs the community members themselves to involve as a crucial instrument in development process of projects. The community gets different advantages through their involvement like the followings;

a) It gives community the sense of ownership of schools

The community involvement in school activities gives the sense of ownership to school process as Mosha (2006) said that community participation promotes a sense of ownership of the process and its outcome by allowing client and partners to become plans proponent. By contributing things such as money, ideas to mention just a few, the wider community surrounding a school is becoming part and parcel of the school. To put it differently the community involvement in the education development process became the integrated part in the education development process, and this encouraged the parents and community members to own their education development. The top down system which was used in the previous time in Tanzania did not create sense of ownership of education development In addition to that it is easy for community members and parents to be responsible. As DEO said;

> '…. The parents and community involvement in the planning and decision making in these schools can make parents and community members to own the school. They feel that they are part and parcel of the school and the future of both schools and their children *(*Interview with the DEO).

There would be improvements in the CSS's because the parents and community involved in identifying the school demands, supervision and management of the schools as supported by Watt (2001) in his research done in Senegal and Salvador, where the finding revealed that community ownership of the school enhance accountability to its works and ensured the education requirement were accurately defined and adopted to local condition.

b) Community involvement creates a sense of togetherness.

Through community involvement to school administration, teachers, parents and community members knows each other especially through parents and teachers meetings'.

Such kind of togetherness creates not only as pointed out before a sense of ownership but also a sense of joint responsibilities towards education development in a community in question. One teacher commented;

> '… joint responsibilities among parents, teachers and government are very important in education development in any given society. We have seen the impact of this you know. Apart from the fact that some parents are not involved in school activities as are supposed to be, for those who are, their help are remarkable *(*Interview with a teacher of school B).

This shows that close relationship between government, teachers and parents helped to have a common understanding concerning school development in many CSS's.

c) Communities are empowered

When communities are engaging in education development plans it is easy for the same to be content as they are able to direct the cause of their lives. Mosha (2006) argues that the level of community participation and support to education reforms depends much on their understanding on the whole reform and the community benefit from such reform. The findings from the study revealed that community involvement is a driving force to joint planning and implementation which facilitate education development. One respondent said;

> '…this building would not have been finished without joint planning and implementation among students, parents and community members. Parents and community members have provided food, security and labour when we built this school. If we would not involve them these resources would not have been utilized (Interview with a teacher of school E).

This shows that a joint planning and implementation on education development related activities are very crucial for sustainable education development than the imposed one has

also shown in URT (1995).Planning facilitate implementation in orderly manner to achieve set of objectives; it enables assessment of resources available in order to overcome obstacles.

d) It ensures sustainable development and project continuity

The community involvement ensures that people are informed in the community planning, decision making of different education development activities and implementation stages of those projects. Parents and community members are involved in all stages of education development. This process helps at creating mutual relationship between central and local government, donors as well as community members. The grounded planning and implementation in any given project ensure its sustainability. One deputy headmaster said;

> …. School activities are more sustainable when the community is involved in planning and decision making, because community members and parents have the sense of ownership so it is easy to solicit any king of resource both material and immaterial (Interview with the deputy headmaster of school C).

This shows that the community involvement made the plans and decisions which made by teachers, parents and community members in the CSSs to be the continuing process because the researcher observed that the community involvement in education development in CSSs is initiated by both the government and Local Government Authorities and involvement of community members depends on the nature of the plans and decisions to be made, they would take that the schools belong to them and not any else, and the made them to involve effectively in all school activities. This supported by URT (1995) which point out that good school-community relationship enhance access,

enrollment, performance and school development in general and construction of classroom.

e) It improve the students discipline

It was found out that when the whole community is involved in matters related to education students are more disciplined as they understand that everyone in the community is observing them. As shown by board member that, before decentralization students had no such sense of being accountable to everyone in the community. So some students were misbehaving after leaving schools. One teacher said;

> …When everyone in the community is fully engaged in school management, it is likely that students will be more disciplined. You see from the beginning students were misbehaving but now since they see their parents are coming to school for meetings and even participating in some activities, they are now much better conducting themselves (Interview with a teacher of school D).

Okumbe (1998), found out that, in order to achieve objectives of schools, all members of the community were strictly required to participate in maintaining school discipline.

4.4 How is Parents and Community Involvement in Planning and Decision Making Used as Democracy in CSSs in Tanzania?

The third objective was how do parents and community members involved in planning and decision making as a democracy. Through the interview, focus group and documentary review, the research shows that the community involvement in the CSS's development activities is important, the involvement needs the two or more sides to be involved in the education; these are government or local government, donors and community which can influence the education development. The school serves as public

space where the community members gather to make decisions through school board meetings, parents teachers association, the school administration and teachers .In relation to these, the researcher try to find out the methods used to involve parents and community in planning and decision making in CSS's as a democratic ways.

Through the interview to head of schools, teachers, school boards members and community members, the findings revealed that the school administration uses different ways like representation in school boards, parents, teachers and community members meetings, parents and community contribution. The head of schools revealed, that the parents-teachers meeting is the major way which used by all of them in order to involve parents and community members in planning and decision making of the school activities, they use also school board and parents contribution in terms of money and labour as observed in the school B and D where parents and community members involved in the construction of classrooms, teachers house and administration blocks. As one of the head of school said that, '….parents-teachers meeting is a good way of making parents and community members to get involved in planning and decision making in the community secondary schools although many of them do not attend as planned by the school administration.' *(* Interview with the head of school E).

It was also revealed that boards were very important organs ensuring education development. For instance two (2) community secondary schools have no school board and it is very difficult for the   school administration to communicate with parents especially when it comes to implement school activities as planned. On the other hand, from the head of schools the researcher found that all the schools uses the parents-teachers meetings, parents contribution, and school board, whereby in 3 secondary schools which

have school board uses it effectively and it helped a lot in the school development plan and decision making in the CSS's, this supported by URT (2001) which revealed that, school committees are given mandate for planning task to be done using capitation grants while development grants are buildings. was shown in the Figure 4.4.
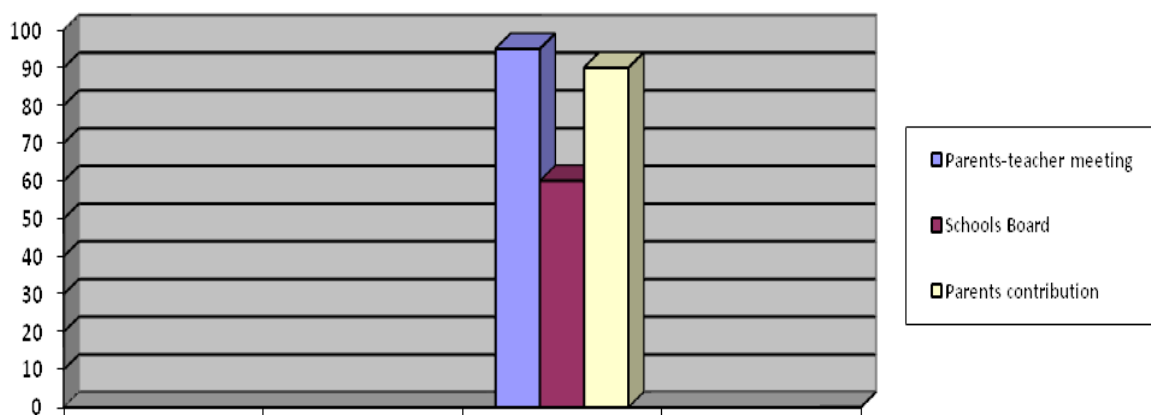
Figure 4.4: The Methods Used in Parents and Community Involvement in CSSs as Democracy

This shows that parents-teachers meetings facilitate parents' contribution in community secondary schools. In addition to that the presences of school boards strengthened the relationship of the two.

4.4.1 School board as representatives

Apart from the importance of school boards as a representative of a wider community it was revealed that school A and D has no school board. One headmaster commented;

'…the school had no school board which caused difficulties in the school administration because the presence of school board helps the school management

in many ways especially planning and decision making for school development'
(Interview with the headmaster of school A)

The school board plays a greater role on plans, mobilization of funds and decision making school development projects because the school board members are parents, teachers and community members who encourage a joint planning and implementation. The headmaster of school E which has school board committees said; '… school board helps us a lot as some of its members are parents of some students. So they often encourage other parents participating in schools' activities (Interview with the headmaster of school E). One parent also said;

> …the school board committee has to make sure that plans and decisions made during meetings are implemented. They make follow up on the agreed activities to be implemented. Such as construction of classrooms, offices, teachers' houses to mention just a few. (Interview a parent of school B).

Similar observation were obtained from teachers who said that school boards are very important as they help in a range of issues concerning education development such as construction of infrastructure, students' discipline, teaching and learning programs like remedial classes for the classes which have national examination. One teacher said that '…. school boards help school management and teachers on various decisions. School boards are charged with making follow ups in decision made during meetings (Interview with a teacher of school C).

This is also supported by Adam (2005) who assert that knowledge and skills of the representative and participants are essential for effective community participation, this include financial knowledge which helps proper handling of funds transactions,

knowledge to run schools and knowledge to plan how to promote maximum community participation.

4.4.2. Parents, teachers and community members meetings

Another platform for parents and community involvement in planning and decision making is parents' general meeting where parents and community members are allowed to provide their views especially in the education development of their children. It has evidently that parents and community member involvement is vital in planning and decision making on school development activities, As Galabawa (2003) suggested that parents should be involved in various school matters such as planning school activities, decision making, mobilization of finance resources procurement, construction of school buildings and facilities such as table, chairs desks and security . This section presents the findings on the frequency of parent- teachers meeting in the sampled schools. It was revealed that even though parents meetings are regularly held parents attendance is not consistence for apart from the fact that few parents come to the meeting, some do not make any contribution during the discussion of issues concerning schools development. And some do not even contribute the agreed contributions for the planned activities in schools. One deputy head of school said;

> ….many parents do not want to come to the parent and teachers meeting. The local government through their local leaders should impose special bylaws to punish parents who do not neither attend nor contribute money to school which their children attend. (Interview with the Deputy Head of school D).

Due to the fact that many of CCSs are new and have no school boards, teachers-Parents Association and village committees should act as the link between school and community. This will help to solve many of the arising problems related to school. The

research findings revealed that many parents are yet fully involving they in decision making concerning issues pertaining to schools their children attend. This is confirmed by a headmaster. He said; '….low level of attendance   of community and parents in school meetings discourage. We try to communicate with parents before the meeting so that they attend but very few responded positively. (Interview, Headmaster of school A)

Also the interview with parents and community members reveals that some of the community members and parents had never attended any meeting either at school or anywhere to discuss about their CSSs development.   Only 5 out of 23 parents and community members attended meetings at CSSs, 3 out of 23 said that they had attended at least one meeting at village and ward levels aimed at discussing various issues concerning CSS's. They also made contribution on the agenda discussed in the meeting. 15 out of 23 did neither involve themselves in any activity concerning CSS's nor attend meeting. As also argued by Adam (2005) who says that low participation of community members to school affairs occurs when community members are totally not aware of what is going on to in the school, also it happens when most of the community members fails to sacrifice their time to attend meetings at school or anywhere to discuss about school development and when the community members believed that the government has the core responsibility of managing schools.

The same was also found when interviewed teacher, they said;

> …school administration plans meeting with parents and community members but few parents attended to the meeting. Many of them seem to be busy with their daily activities and they don't like to come to school meeting. This creates difficult during the implementation stage of many of the agreed actions. (Interview with the Teacher of school E).

Through focus group discussion it was revealed that 42 out of 50 students commented that, parents and community members are not involved in the parents-teachers meeting to discuss the school development plan, only 3 out of 50 students revealed that, their parents involved in the parents-teachers meetings to plan and make decision on the school activities and contributed their ideas and resources to the school development activities and 5 out of 50 students did not provide any answer as the Figure 4.5 shows that;
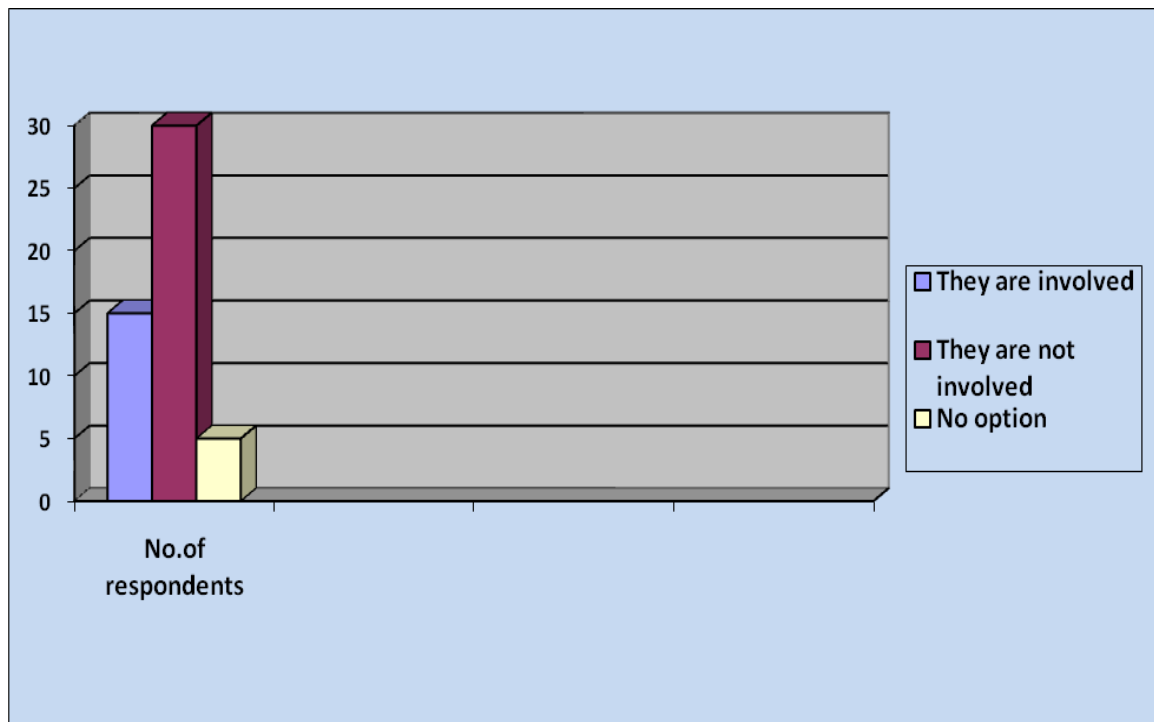
Figure 4.5: Shows Students Responses on Parents and Community Involvement

Parents- Teacher Meetings

These findings shows that many parents are not involved in planning and decision making

of school development activities. From the documentary review, which researcher used to

identify the parents and community attend the parents-teachers meetings which called by the school administration for planning and decision making on the school development activities the findings revealed that; many parents do not involved in meeting which called by the school administration for planning and decision making which lead to the low fulfillment of plans and decision made in the school development and difficulties to attain the objectives of good education provision. Also the findings revealed the minutes discussed during the parents-teachers meeting like agreement on construction of school infrastructure, school development plan, school academics, decision made on students who misbehave in the school, school board responsibilities, seculars and standing orders for public services.

S/N	Schools	No of parents attends meeting	No of parent who have children in CSSs	Percentage%
1	School A	60	285	21%
2	School B	55	280	20%
3	School E	65	250	26%
4	School C	50	320	16%
5	School D	80	240	33%
Total		310	1375	23%

Table 4.2: Documentary Review on the Number of Parents who Attend School Meeting in CSSs

4.4.3 Parents and community contribution of different resources

Parents and community are also contributing money during the implementation of schools activities. For instance many headmasters were quoted saying that some of the cost needed in matters such as security guards, water, electricity, and food for students are contributed by parents. Also porridge is provided to students. As one head of school a revealed; the funds which agreed during parents-teachers meetings as follows;

Table 4.3 Contribution Provided by Parents in CSSs

S/n	Type of contribution	Amount required	Amount paid
1	School fees	20,000	10,000
2	Construction	25,000	15'000
3	Security	5,000	5,000
4	Water supply	5,000	-
5	Electricity	5,000	-
5	Porridge	10,000	5,000
6	Academics	15,000	10,000
Total		85,000	45,000

This shows that the amount which agreed is very little and the parent are able to be contributed by all parents regarding their economic status, but it seems that parents do not contribute the funds on time and the amount required which created difficult to obtain the goals intended. Also contributions were not paid as agreed in the parents' and teachers' meetings. Some of the parents delayed in paying while others did not pay at all which caused problems to school administration to conduct their activities. . In other areas physical involvement of parents and community members is used, but is not common especially in areas where people are very busy in this case most people involved through contribution of resources particularly cash (Uemura, 1999).

Similar findings were revealed by the school board members where all of them 3 said that parents and community members have different contribution, which they have to contribute in the school for various school expenses and most of parents do not contribute although they agreed during the parent-teachers meetings. As one said that; '….in the school B only 70 (25%) parents provided the contribution on time the rest 210 (75%) do not respond on time which discourage the teachers and school administration on carrying out the school development activities (Interview with a board member of school B).

And the parents through interview revealed that, during the parents-teachers meetings they agreed to provide various contribution in the school which would help the teachers and school administration to pay different services which are provided in the school, but most of the parents fail to contribute or not contributed due to the low income of the people in the district , because many of them uses one1 United State (US) dollar per day according to World Bank and International Monetary Fund (IFM) these people are considered to be poor, because many of them depend on fishing and small business which do not satisfy their needs and pay school contribution for their children. As one parent revealed that;

> ….it is not that, we do not want to contribute in school development activities but we do not have enough for our families. How can we contribute to schools development activities while we do not have enough to feed our children? (Interview with a parent of school E).

However the research findings from students through focus group discussion revealed that parents and community members do not contribute in school activities but they contribute a lot in their traditional '*ngoma*' because their priority is not education but tradition and customs 'ngoma' which they use a lot of money for '*Jando na unyago*' is given the first priority to community in Bagamoyo, parents especially women use large amount to pay as contribution for preparation for the ceremony and clothes for Ceremony as 42 students out of 50 says; '…..our parent uses a lot of money for ngoma. One is looked down if she is not participating, that is why sometimes our parents do not contribute to schools development plans (Focus Group Discussion with students of school C).

This shows that the social cultural of the society influenced more parents to use their money than to use in education which is an investment in the society than using in tradition celebration which made the education goals to be not obtained.

4.5 The Extent which Decentralization of Education has Influenced Parents and Community in Planning and Decision Making in CSSs

Decentralization aims at reducing power from central government and gives it to the people through local authorities. As pointed out elsewhere, CSS's education development depends on the ability of people to govern them. As stipulated in the article 146 of URT (2004) 'the purpose of having local government authorities is to transfer the authorities to the people'. Through local government authorities, people have power and right to participates and getting involved in planning and implementation of development programs within their respective areas (URT 1998 and URT 2004). Also the government can be used as an instrument to enforce people to participate in education development in schools around their areas, .MOEC (2002) shows that local community participation could be through free labour provision such as brick making, digging wells and digging trenches for the foundation of buildings, provision of materials and financial support as well as supervising what is done in education develop mention mentioned. However, how one can contribute and how much depends on the economic ability of a person in particular and the general socio economic status of people in a particular area. Therefore the kind and amount of parents and community members' contribution reflect ones' community economic capability. One can therefore argue that education decentralization is very important for the effective and efficient implementation of the development plans in CCS's. As such poor parents and community members' involvements in development plans will results to poor implementation of the arranged and agreed development plans.

4.5.1 The community awareness of decentralization of secondary education

In order to know the awareness of DEO, parents, teachers, members of school board and students the researcher asked if they know how the decentralization policy is taking place in Tanzania. It was expected that its response will give us an insight as to why some parents and community members are not getting involved in planning and decision making in CSS's. It was found that few parents, school board members and students are aware of decentralization of education. Since most of them seemed not to understand if management of Community secondary schools has been shifted from central government to local government. The DEO said;

> …the decentralization of education meant that, communities are involved in planning, supervision and management of secondary schools. Things have changed now days they are not as they used to be in the past. I remember the Ministry Education and Vocation Training made all decisions concerning all secondary schools. Now local authorities have been given power to oversee on education development and find strategies to implement plans which may facilitate education development. (Interview with the DEO).

Similar observation was revealed through interview done with heads of schools and deputy head of schools. And all of them understand the importance of decentralization policy especially the power that had been given to parents and community members. They have high expectation that decentralization will facilitate education development in the schools they lead. One respondent said;

> Things are easy now. You see instead of waiting for central government to decide on matters concerning secondary schools built in each ward now days community members own their schools as such it is easy to mobilize resources within the community. We do not need to wait from the central government to decide on what we want to do (Interview with head of school A).

This shows that respondents, the head of schools understood well the new system of decentralization of secondary education, whereby they expected changes in the secondary education to be managed, because the communities would be actively involved in the school development activities. This supported by Mosha (2006) who argues that the community members' participation and support to educational reforms depends much on their understanding on whole reform and the community benefits from that reforms.

In addition to that 2 out of 3 the equivalent of (67%) school board members knew and heard about decentralization and how it is supposed to be carried out on the ground. For instance they particularly said that community members may participate in constructions of classrooms in terms of money or labour. They may also oversee how students conduct themselves at home and when they are at schools. . Only one (1) out of 3 the equivalent of (33%) did not well understood about. She nevertheless told the researcher that, through participating in school board meeting, she now understands a bit about what entails in decentralization policy.
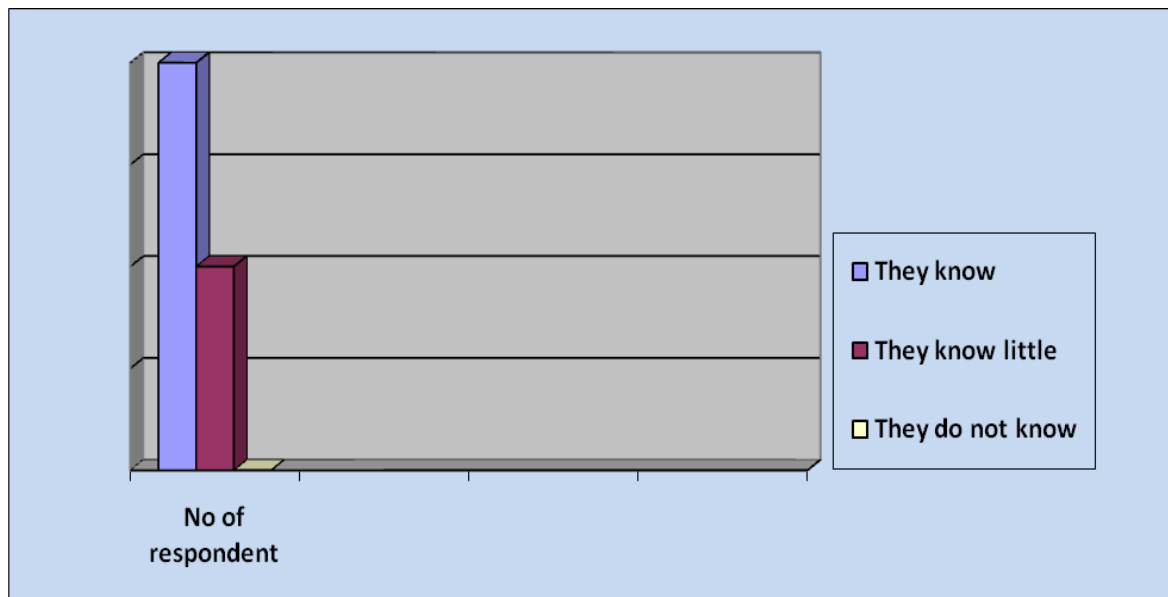
Figure 4.6: Knowledge of Board Members on Decentralization Policy

This reveals that school board members have an understanding on decentralization of education. This enabled them to cooperate with school administration in planning and decision making.

On the other hand the research findings concerning parents and community members awareness on decentralization policy reveals that they neither do not understand what

they should do to put the decentralization policy in practice nor the power on directing their own education plans given to them through the policy. The result is that many community members do know the decentralization policy and not fully participate in decision making process in many CSS's as shown in the following figure;

Figure 4.7 Parents and Community Awareness on Decentralization Policy in CSSs

This finding shows that most of the parents and community members do not know the decentralization policy which hinders the parents and community members to fulfill their responsibilities in the community secondary schools. One parent respondent said;

….. I do not have a very good knowledge on what I am supposed to do in relation to decentralization policy. I have heard once from the radio that central government has delegated its responsibilities on running CSS's but I still do not understand what I am   exactly supposed to do (Interview with a parent of school E).

Another community member said;

I do not know understand what you mean by decentralization policy and what we should do concerning it. I only know that CSSs schools are built so that each student who passes in the standard seven examinations gets a chance of continuing with secondary education. (Interview with a community member from school D)

However this shows that, many teachers are aware on the decentralization policy and what it entails.

One of them said; '…yes we understand what is decentralization policy introduced by the Ministry   Education and Vocational Training. We also know that DEO are appointed to oversee the implementation of CSSs (Interview with a teacher of school D).

The finding from focus group discussion which involves students from CSS's reveals that the majority of them do not understand about decentralization policy. One can therefore argue that the failure parents and community members to fully getting involved in activities related to school development slow down not only construction of classes

process but also their academic progress Chapman (1998), shows that decentralization which was not accompanied by community awareness undermine school development. For instance 28 students out of 50 the equivalent of (56%) students were not aware on the decentralization policy as shown in the following figure;
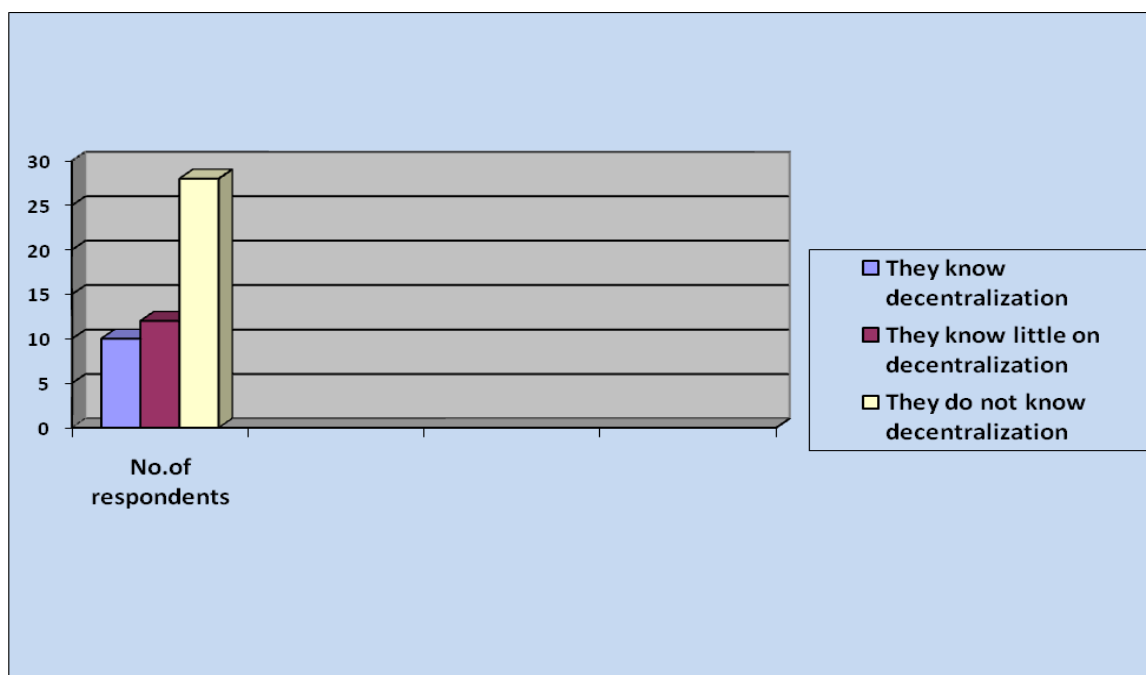
Figure 4.8: Students Awareness on the Decentralization Policy in CSSs

This shown that, most of students also do not know the decentralization policy which introduced in the education system, this can influence more on the parent's discouragement in involvement in the school development activities because even the students whose parents are required to involve in the school development activities do not know the decentralization policy and its importance, it could not influence them to

encourage their parents to be involved. One student said; '…We are not aware of decentralization of education management. We are not told about it. No one even our village leaders have not told us anything about decentralization. I think that is why our parents are not active in planning and decision making when it comes to school development (Focus Group Discussion with students from school E).

Low level of understanding about decentralization by parents and community members lead to their low involvement in planning and decision making in the secondary school activities and affect the level of education development in CSS'

4.5.2 The community view of decentralization of secondary education

The researcher asked the respondents to provide their views on the government decision to decentralized education provisioning in CSSs. Some of the respondents were positive on government decision to decentralize education provisioning. Nevertheless other was negative about it as discussed below;

a) Good management of funds

It was revealed that decentralization of secondary schools education facilitate the good management of funds as DEO said; '...decentralization policy in relation to education has helped a lot. Head masters/mistresses are accountable to school board and the general communities as both are involved in monitoring and evaluation of school activities. (Interview, DEO).

Through the school board members revealed that decentralization policy would help more if the parents and community members took their responsibilities effectively and efficiently by involving in school activities for the development of their children. Raphael

(2008) supported by arguing that ,in decentralized system, school board on behalf of the community and other stakeholders will be became responsible for management and administration of school. Due to the fact that this would help to initiate various source of income for their schools instead of waiting for the central government to provide also they were expected to involve other education stakeholders, the funds which were provided by could be utilized effectively because the school board members are the party of the community who contribute and make decision on behalf of the whole community and created trust on the uses of that funds instead of teachers and school administration to plan and make decision on the funds which the parents and community members contributed, as one board members revealed that;

> …the contribution of parents, community members and funds from the local government Authorities could be managed and planned by the school board members in collaboration with the school administration in the secondary schools for the aim of attaining the intended goals and the parents could be informed. (Interview, Board member of school C)

As argued by Sasaoka and Nishimura (2010), this can be done through organizing parents and community meetings, which would enable the communities to know how funds they contributed are used and managed as intended. DEO's would be able to make close follow-up on the use of education resources provided by parents, community and other stakeholders, although decentralization in primary schools in Tanzania indicate that the local government did not make decision on the use of funds central government such decision were made by higher level of government.

It was also found out that because some of school board members' are parents it is easy for parents outside the school board to contribute especially in terms of money as school

board is the one responsible for making follow up concerning funds solicited for school a development activities. One parent said; '…the presence of school board is very vital. We are sure that what we contribute is used as planned. No one can misuse what we contribute whether money or material such as cement (Interview, Parent of school D).

Another parent said; '…we do not have any problem with school board. We trust school administration concerning what we contribute also because some of us are members in school board (Interview with a teacher of school B).

It can therefore argued that teachers prefer decentralization policy in relation to education because the community is able to decide how and when to get a certain service concerning education. So most of the previous delays in education provisioning were overcome by decentralization policy. For instance some communities have built houses for teachers who teach at CSSs. Figure 4.9 show parents and community members' response concerning decentralization policy in education sector.
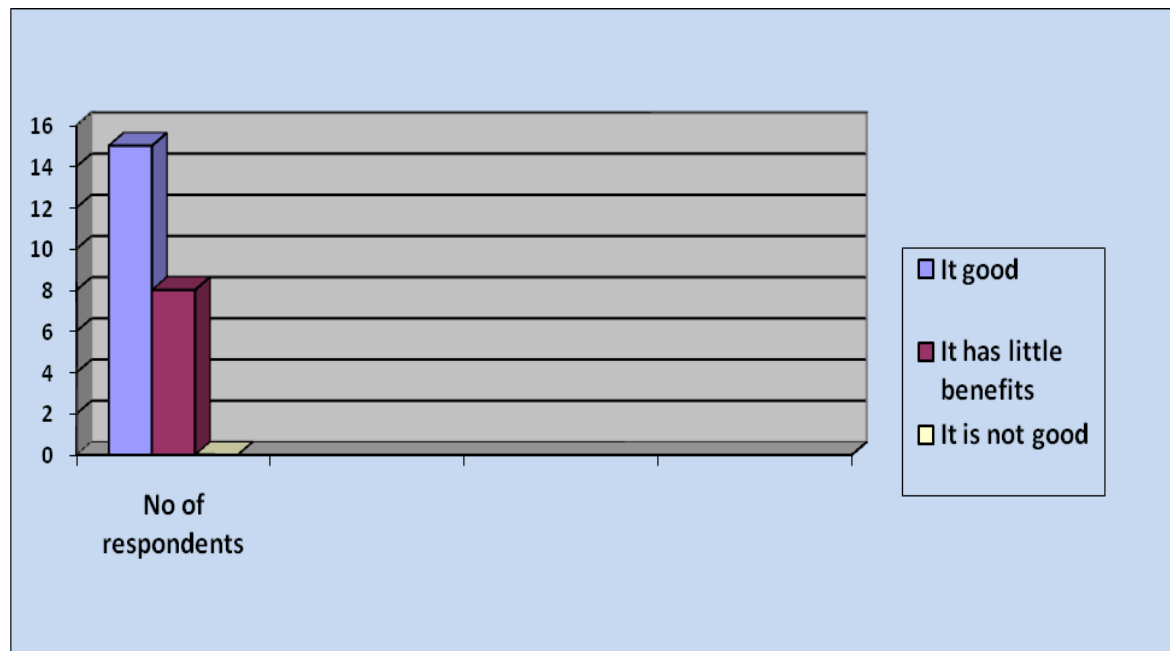
Figure 4.9 Parents and Community Responses on the Importance of

Decentralization

This revealed that, parents' recognized that the decentralization of education is good and has many   benefit to their children education as well as to parents, schools and community at large.

b) It simplified communication network

The findings from the head of school revealed that 5 out of 5, the equivalent of 100% head of schools said that parents community involvement in planning and decision making strengthened, communication between school administration, teachers and parents because they now and then meet at different meetings and when they implement planned activities one head of school said that; "….decentralization in education provision has brought us closer. There is a very strong network among school administrators, teachers, parents and community members as we now know each other very well." (Interview with head of school A).

Moreover, it was found out that community involvement simplified communication between Ministry of Education and Vocational Training, District Education Officer, headmasters, teachers and parents as 3 out of 3 school board members said that there was a smooth flow of information from central government to communities with secondary schools.

In addition to that community involvement helped parents to understand different challenges such as shortage of teachers, lack of books to mention a few in education provisioning in CSSs. One teacher said;

> …we have a jointed action problem solving strategies among us. In the meetings we discuss many things including how to jointly solve the problems we encounter in education provision. We even discuss matters concerning students' discipline and how, we together can design strategies on those students who misbehave. (Interview with a teacher of school C)

Similarly to 0ne school board members said that;

> …through decentralization DEO is now able to directly communicate with headmasters and teachers who are working in the same district. Now problems related to schools are easily solved because of the easy communication among DEO and teachers at CSSs. (Interview with a board member of school D).

Okumbe (1998) who write on the education management experiences in Kenya argues that, effective communication is the basic pre-requisite for attainment of organizational goals. This corresponds with what teachers in the sample said. Teachers said that they like decentralization process in secondary education because it reduces bureaucracy. However apart from its positive impact centralization system in education has the following shortcoming, difficult to meet the central government who are implementers of decentralization policy for solving schools planning and decision making and teachers problem, with decentralization of secondary education communication would be between parents, school administration, teachers and education officers like DEOs.

4.5.3 Negative View on Decentralization

a) It created burden to parents and community members

Also the parents and community members' respondents revealed the negative view on the decentralization whereby parents and community seems to be discouraged by the policy by revealed that, the government decided to give them burden on involving them in school development activities which was government responsibility as one parent said that: "….the decentralization of education had given us the burden. Every day we contribute. If it is not money it is our labour. At the same time we need to make a living. It is not easy at all" (Interview with a parent of school B).

This means that many of the parents with children in CSS's are on the view that Ministry of Education and Vocational Training has transferred its responsibilities to parents and community members in managing CSS's. As another parent said; '…we fail to contribute twenty thousand shillings to community secondary schools as school fees, yet the government is giving us more responsibilities. This shows that the government does not want to take full responsibility in managing secondary schools. (Interview with a parent of school A).

In this situation the parents and community members had the fear on decentralization process that would not provide the intended changes because it demanded stakeholders to involve in the provision of education materially and financially where the communities had limited resources to contribute to the improvement of community secondary education.

4.6 The Challenges of the Community Involvement in CSSs

The community involvement in the community secondary schools is very essential to the education development in Tanzania. However the process has the following challenges;

4.6.1 Parents and community members' occupation

It was found that occupation of parents and community members affect a kind of contribution one make in ideas and education development activities.   One Deputy Respondent said;   Life is not easy nowadays. We work hard and most of us spend a lot of time in our working places. Sometimes we fail to attend to the scheduled schools meetings". (Interview, Deputy head master of school C)

For instance 15 parents out of 23 fail to attend to planning meetings because of their occupation. Some of them are they fishers, small business men/women and farmers. One parents said; "…our daily economic activities kept us so busy and we do not have time to go to school for meetings and other school activities' (Interview with a parent of school A)

This shows that some parents and community members in Bagamoyo are sometimes not fully engaged in school activities because they have no enough time to attend meetings which discusses about school development. Adam (2005) argues that low level of community participation and support in education matters occurs when parents and other community members fails to sacrifice their time to attend to meetings about school development so that they are equipped with enough information on what is going on in schools. As also shown is in Govinder (1977) who points out that community occupation like business hinder parents and community members from effective participation at home as well as at school.

4.6.2 Low educational level /ignorance of parents and community members

Through data collected from teachers through interviews 8 out of 10 the equivalent of 80% teachers said that they face challenges during planning and implementation of school plans because of poor participation of parents and community members in matters related to CSS's. It was discovered that some parents and community members do not want to be involved in secondary education development because they do not know the importance

of education of their children and its impact to their family and to the nation in general. One teacher commented;

> ….the low level of parents involvement is contributed mostly by ignorance among the community members and not poverty because some of the parents are willing to contribute a lot of money to traditional ceremonies like 'ngoma' and religious ceremonies but not towards educational development, this is because they do not see the importance of secondary education to their children. . (Interview with a teacher from school A)

This is supported by findings from the interviewed students whereby 42 out of 50 students said that parents and community members are illiterate and they do not know the importance of their being involved in planning and decision making in education development activities though they have time to get involved in other activities. One student said that; "….some of the parents comes to the school asking for the permissions for their daughters to attend traditional ceremonies while teaching and learning process is going on". (Focus Group Discussion with students from school C)

This shows that parents and community members do not value secondary education. This is also supported by Adam (2005) who argues that low level of community participation to school affairs is likely to happen to the community that puts less priority to school and community that hardly recognized the importance of education. Also Bray (1987) shows that educational level of the community members limits their participation and support school development, hence impacts on students access, this shows that illiterate community may fail to understand why they were required to participate in schools.

4.6.3 Poor academic performance of students

From focus group discussion it was revealed that 40 students out of 50 argue that poor performance of students hinder community involvement in planning and decision making in school development. Children of the parents who do not participate in school activities perform poorly compared to those who attend schools' meetings. One teacher said;

> ….children of the parents who do not participate in school's meetings perform poorer as their parents do not have enough information on how to help their children perform better in their studies. We often tell parents who attend school's meetings what is required if one wants his /her children perform better. (Interview with a teacher from school *D).*

Similar to teachers' findings which revealed that 9 teachers out of 10 show that, the parents whose children perform poor in academics they do not wanted to be involved in planning and decision making because it seems as the wastage of time for the issue which is not profitable for them as one said that; *"...it is very important for a parent to attend to all school meetings you know. We have evidence that parents' attendance to schools' meetings has positive impact to children education performance".* (Interview with a teacher of school C)

This shows that parents are being discouraged by their children academic performance to involve in the school development. Therefore the good performance of children in academics motivated more the parents and community members to involve in their education development.

4.6.4 Unclear understanding of community secondary schools to the community

The low community members and parents participation to secondary schools' related activities and plans is influenced by unclear understanding of their role and

responsibilities towards their children education development. 5 out of 5 heads of school said that some parents are forced to support in classroom construction activity because they do not understand yet why they should do so. Such unwillingness force municipal council and political leaders to ask community members to get engaged into school development activities especially when community secondary schools were first established. One school board member said;

…That schools were popular called 'shule za Lowassa' (meaning Lowassa's schools) due to the fact that these schools were introduced and implemented during SEDP of 2005 when Lowasa was by then the Prime Minister. He was responsible to make sure those leaders from each ward and village mobilizing their community members in planning and decision making in the education development.' (Interview with a member of school board of school *C)*

What happened in the community involvement in planning and decision making in education system should involve the community members and not be the political influences, as what was suggested by Mosha (2006) who point out that any reforms which are likely to affect the community members should promotes greater and democratic participation in the implementation of such reforms. Hargreaves (1982) suggested that before community members are involved in community activities, they are to be equipped with knowledge and skills required for them.

4.6.5 Single parent and students living with relatives
The findings from teachers revealed that many students in CSS's in Bagamoyo live with one parent mostly mainly their mothers. Others live with relatives mainly grandmothers or grandfathers. Single parenting is much as living with relatives has negative impacts to

children education as mostly they have to work hard to make the ends meet. For a relative has to meets his/her immediate family before he/she considers the relatives he/she lives with. One teacher said; "…..many students in this district live with their mothers or their grandmother and grandfather who are very old and do not have reliable income. They sometimes fail to contribute to school development activities" (Interview with a teacher from school B)

It was also found out that some students live in child headed families. They therefore take care of themselves and have to work to meet their daily needs. This reduce their time in getting serious with their studies hence have poor performance. Some engage in '*boda boda*' driving to solicit money for domestic uses and buying schools needs such as exercise books to mention just a few. One student said; "…I am the head of the family you know. You can imagine how I survive. I have to work and study that is why I do not get good grades". (Interview with a student of school C).

This shows that parents and community involvement in planning and decision making could not be easy task for these single parents, relatives who live with this students and students living themselves, because some of them had economic hardship, which did not gave them the opportunity to involve them effectively and efficiently in their children education in terms of financial contribution and attendance in the school development activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1Introduction

This study was about community involvement in planning and decision making in the CSSs for democratization of education in Bagamoyo district. This chapter presents summary of the study, provides a conclusion and give recommendations.

5.2 Summary of the Study

The aim of this study was to investigate the extent to which parents and community members were involved in planning and decision making in community secondary schools. It was assumed that parents and community involvement in secondary schools related plans and issues facilitated democratization of education in Tanzania.

The objectives of the study were to explore provisions of education policy that supported decentralization of education, to establish perceptions on the involvement of parents and community members in planning and decision making of school activities in Tanzania, examine the ways and methods used to promote parents and community involvement in planning and decision making in community secondary schools, and to explore the extent to which decentralization has influenced parents and community involvement in the community secondary schools in Tanzania.

In the methodology the study used the descriptive research design in order to examine the real situation and what was happening in the five (5) community secondary schools in Bagamoyo district when it comes to parents and community involvement. The study employed qualitative approach in order to get enough information. Purposive sampling method was employed to select the DEO and school board members by the virtue of their positions. Convenience sampling method was employed to teachers, parents with children at the community secondary schools and those who had no children in the community

secondary schools but lived close to the schools. Simple random sampling method was used to students. Data were collected by using interview, focus group discussion, observation and documentation data collection methods.

The summary of findings was the following; The Education and Training Policy (ETP) of 1995 advocates for parents and community involvement in school activities. This is supposed to be done as directed in the decentralization policy. The policy directs ministries responsible for education and training to delegate their responsibilities especially that which relate to management and administration of schools to the lower level of management such as local organizations and communities. In order to effectively decentralize education activities, it is directed that each school should have a school board whose some of its members are parents and community members. School board is charged with the responsibilities of managing and monitoring all of the planned education development activities in a ward. The findings of the study were as follows:

i. Parents and community members were not aware of the importance of their involvement in schools planning and decision making, their involvement in CSSs was low, as community members tended to get involved in other activities but not in education development activities. For example, people in the district were much involving themselves in traditional ceremonies like *'jando na unyago'* which cost a lot of money. It was also found that few parents and community members provided contributions in terms of cash and labor. Few attended parents-teachers' meetings. They were however represented through school boards.

ii. The study also revealed that there were several organizations and individuals which influenced parents and community participation in planning and decision

making. These   included   government and donors who contributed to the construction of the school buildings, teaching and learning materials. The government was concerned with teachers' allocation in community secondary schools and parents contributed little in the education development despite the fact that community involvement was initiated by government for giving the community an opportunity to own the school and giving them the chance in planning and decision making as democratic process.

iii. There were several ways that were used to encourage parents and the community in the involvement in planning and decision making in CSSs. It was revealed by findings that, the parents and community members were involved through representative like school board members who are elected among parents themselves which represented them in different school plans and decision making in CSSs and had the legal power on decisions they made, at the same time, the findings revealed that, two community secondary schools in the sample of the study had no school boards which hindered a lot on planning and decision making. School board members are elected by parents and they have legal power on the decisions they made. School boards are vital in representing parents and communities members' concerns on education plans in CSSs. School boards are given enough power to monitor, coordinate and manage almost all activities related to CSSs' development.

iv. The findings also revealed that parents and community members were involved in school activities through the parents-teachers meetings. It was in these meetings that parents and teachers discussed different issues in the schools like

planning for the construction of classrooms, teachers' houses. Such meetings were beneficial to the community and schools because the community members were able to contribute in terms of money and the like for the school development.

v.   It has also been noted the extent to which decentralization has influenced parents and community in planning and decision making in education. Apart from the good intention of putting into practice decentralization policy in Tanzania, the government was supposed to fully engage the communities when it was first introduced. This is because the findings show that many people do not understand why they should contribute to CSSs' development while they were of the opinion that it was the duty of the government to do so. It is important that the general community is informed on the importance of decentralization policy.

The following are some of the advantages of parents-teachers involvement in CSSs planning and decision making;

   i.   It gives community a sense of ownership of schools;

   ii.   Community involvement creates sense of togetherness;

   iii.   It creates power to the community to make decisions that have positive effects to their life;

   iv.   It ensure the development sustainability and continuity of the project; and

   v.   It improves students' discipline.

5.3 Conclusion of the Study

The findings of this study have revealed that

- First, the parents and community involvement in community secondary schools was very minimal. Parents and community members were involved in decision making, contributions through labour and cash, parents and teachers meetings and management both direct and indirectly and their perceptions on the involvement in school activities were negative because most of them said that the government and donors were the ones who should plan and make decisions for them and that their responsibilities were to sent their children to the schools.

- Second, there was lack of awareness of stakeholders on the decentralization policy which hindered the realization of the importance decentralization process and responsibilities which the stakeholders should do on the education provisioning.

- Third, the economic hardships hindered the parents and community members to be fully involved in the education development activities. Most of parents and community members in the study area were involving themselves in fishing and agriculture which supported their own consumption only.

5.4 Recommendations

Through the findings and conclusion, the study makes the following recommendations for action and further research;

5.4.1 Recommendations for action

The government has to make sure that parents, community members and other education stakeholders are effectively involved in education policy formulation, planning and decision making. This will make community members to understand their roles and

responsibilities hence make it easy for implementers including teachers to facilitate education development in schools they teach and manage.

The government has to ensure that education stakeholders like parents, community members and donors' expectations of education provision in community secondary school are realized through involving them from the beginning. This would give room to all stakeholders to reveal what affects they expect to be achieved by the decentralization policy.

The government should hold awareness creation meetings to engage communities in education development plans and policy implementation. Community members should own the schools within their vicinities and be fully engaged in different processes related to education development.

5.4.2 Recommendations for further studies

This study was conducted in few schools in Bagamoyo district. It is therefore recommended that, similar studies be conducted in other districts of Tanzania to get what is happening in the whole nation.

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APPENDICES

APPENDIX 1

The interview guide for DEO

SEX: M…………

F………….

Working experiences in the district………………

1. How do parents/community members perceived participation in CSS's in this

    district?

2. What key issues require view of parents/community members for the democratic

    running of the   CSS's?

3. What initiatives used by government to influence the community members to

     know decentralization   policy?

4. How are various decisions made by your office and subordinate office regarding

    running of CSSs   Communicated to community members/parents?

5. What measures are taken to ensure effective participation of parents/community

    on running of   CSSs?

6. What should be done for effective community involvement in CSSs for

    democratization of education?

APPENDIX 2

Maswali ya mahojiano Kwa wajumbe wa bodi za shule

Jinsi: Me…………..

          Ke…………

      Tarafa…………   Kata……….

1. Je mwamko wa wazazi na jamii katika kushiriki katika mipango na kutoa

   maamuzi katika Shule za Kata ukoje?

2. Je wazazi wanafahamu nini kuhusu sera ya ung'atuaje wa usimamizi wa sekta ya

    elimu?

3. Je mila na desturi zilizozooeleka zinachamgiaje katika ushiriki wa wazazi na

    wanajamii katika kupanga na kutoa maamuzi katika shule za kata?

4. Ni kwa namna gani wazazi na wanajamii wanafahamu wajibu wao katika kupanga na

   kutoa maamuzi katika shule za kata?

5. Ni nani anayehusika katika kuwahamasisha wazazi na wanajamii kushiriki katika

   kupanga na kutoa Maamuzi kwenye shule za kata?

6. Je kamati za shule zinatumia mbinu gani katika kuhamasisha wazazi na wanajamii

   wanashiriki katika mipango na maamuzi katika shule za kata?

7. Je wazazi na wanajamii wanashirikishwa katika mipango gani na maamuzi gani

    kwenye shule za kata?

8. Mipango na maamuzi yanayotolewa na wazazi na wanajamii vinasimamiwaje

    katika utekelezaji wake?

9. Je kuna vikwazo gani mnavyokumbana navyo katika kuhakikisha kuwa wazazi na

   wanajamii wanashiriki katika utekelezaji wa mipango mliojiwekea?

10. Ni kitu gani kinachohamasisha wazazi na wanajamii kuendelea kushiriki kikamilifu katika mipango na maamuzi ya shule za kata?

APPENDIX 3

Interview guide for Heads of Schools

Sex:　M………………

　　　F…………….

Working experiences………………..

　Ward……………. Division………………

　School name………………………..

1. What is the general tendency for the involvement of parents and community members on school matters?

2. What attitudes do parents and community members show on involving in planning and decision making in CSSs?

3. 3. How the decentralization policy influenced the parents' involvement in CSSs?

4. 4. What kind of planning and decision making do parents and community members make in the CSSs?

5. 5. What strategies are used to mobilize the parents and community members in the planning and decision making in the school activities?

6. What are the methods used ad to maintain the spirit of parents and community members for the Involvement in planning and decision making in the CSS's?

7. What are the challenges do you face in implementing deliberations made by parents and community meetings?

8. 8. In your own views, what strength should be set for parents/community decisions   so as to make CSSs democratic?

APPENDIX 4

Documentary Review Guide

Name of School…………………………………………………

Division…………………………Ward……………………………….

Document Item	Information Sought	Remark/information obtained
Minutes of Teachers and parents meetings	Parents, Teachers School administration planning and decisions	
School board meeting documents or minutes	Decision and plans made on school	
School development plans	School activities planned	
Government secular and regulations and orders for school	The directive orders and regulations for school to involve parents and community members	
Visitors book	Frequency of parents/community visit to school	
Photographs	Involvement of parents/community as recoded participating in various school activities	
Newspapers, articles (cuttings)	Awareness of school on participation of parents/community	

members	

APPENDIX 5

Mahojiano kwa Wazazi na wanajamii

Jinsi: Me…………….

Ke………………

Tarafa……………………….. Kata……………………

1. Unalionaje wazo la kushirikishwa kwa wazazi na wanajamii katika mipango na maamuzi katika shule za sekondari za kata?

2. Je mnaifahamuje sera ya serikali ya kung'atua shughuli za elimu ya sekondari kutoka serikali kuu kuja kwa wananchi?

3. Je kuna umuhimu gani kwa wazazi na wanajamii katika kupanga na kutoa maamuzi katika shule za sekondari za kata?

4. Je mila desturi za wakazi wa eneo hili zina mchango gani katika kuhimiza/kudhoofisha ushiriki wa wazazi na wanajamii katika shule za sekondari za kata?

5. Je wazazi na wanajamii wanashiriki kwa namna gani katika kupanga na kutoa maamuzi katika shughuli za shule za kata?

6. Ni kitu gani kifanyike ili wazazi na wanajamii waweze kushiriki katika utekelezaji mipango na maamuzi ya shule?

7. Viongozi wa shule na serikali wanatumia njia zipi kuwahamasisha wazazi na wanajamii washiriki katika mipango na kutoa maamuzi katika shughuli mbalimbali za shule?

8. Ni vikwazo gani mnakumbana navyo katika utekelezaji mipango na maamuzi ya shughuli za shule mliojiwekea?

9. Nini kifanyike kuwezesha maamuzi ya kinachoendelea shuleni kuwa ya demokrasia zaidi kwa pande zote?

APPENDIX 6

Guide for Students Focus Group Discussion

Name of the school…………………………..

Ward……………..Division……………

Number of Participants……………………

1. Importance of parents/community participation on school activities

2. The knowledge of parents on decentralization policy

3. Issues that may be shared by parents, community members and school administration

4. The advantages that arise as a result of involvement of parents and community members

5. Challenges that affect effective involvement of parents and community

6. Provide recommendation and suggestion on parents and community involvement in CSSs

APPENDIX 7

Guideline of interview for Teachers

Name of school…………………………………….

Ward…………….. Division………………………

Number of Participants………………………

1. What are your views on parents and community members' involvement in planning   and decision making in school activities?

2. In which activities the parents and community members involved in the planning decision making in   school activities in CSSs?

3. In what ways are parents and community members are involved in school activities in the CSSs?

4. How decisions are made by the parents and community members in the CSS's are Implemented?

5. How the parents and community members views their involvement in planning and decision Making in CSSs?

6. How can the parents and community members' involvement help to improve the school activities in CSSs?

7. What challenges do teachers and school administration faces in the implementation of parents and Community members' plans and decision?

8. What strategies/mechanism should be used to improve the parents and community involvement in planning and decision making in CSSs?

THE OPEN UNIVERSITY OF TANZANIA

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Municipal Director DED
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KINONDONI   BAGAMOYO.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms. Helen John Reg. No. HD/E/102/T.12** is a Masters student at the Open University of Tanzania. By this letter **Helen John** has been granted clearance to conduct research in the country. The title of her research is **"The Community Involvement in Planning and Decision-making for Democratization of Education in Tanzania: Case Study of Bagamoyo District"**. The research will be conducted in Bagamoyo District.

The period which this permission has been granted is from 20th January, 2014 to 20th February, 2014.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

BAGAMOYO DISTRICT COUNCIL

(All letters should be addressed to the District Executive Director)

Telephone No:
023 - 2440164

Fax No: 023 2440338

District Executive Director's Office,
P.O. Box 59,
BAGAMOYO
<u>COAST REGION.</u>

Ref. No. HWB/I.20/42/VOL. X/255

23rd January, 2014

Vice Chancellor,
The Open University of Tanzania,
P.O.BOX 23409,
DAR ES SALAAM.

RE: RESEARCH CLEARANCE FOR MS. HELEN JOHN

Please refer to the heading above, also your letter dated 15th January, 2014 without Ref No. requesting for research clearance for **MS. HELEN JOHN** who is a Master student at the Open University of Tanzania conducting research.

Permission has been granted for **MS. HELEN JOHN** to conduct research study titled **"The Community Involvement in Planning and Decision-Making for Democratization of Education in Tanzania".** This permission is from 20th January, 2014 to 20th February, 2014. The research will cover **Community Secondary Schools in Bagamoyo District**.

I expect maximum cooperation from you.

Mboma, H.E.
For: **DISTRICT EXECUTIVE DIRECTOR**
BAGAMOYO
DISTRICT EXECUTIVE DIREC
BAGAMOYO

Copy, District Education Officer (Secondary),
BAGAMOYO.

" Headmasters of Bagamoyo Community Sec. Schools – Give her assistance.

" Ms. Helen John (student)