



**ASSESSING THE IMPLEMENTATION OF COMMUNITY PARTICIPATION
POLICY IN PUBLIC PRIMARY SCHOOLS: THE CASE OF FOUR
SELECTED PUBLIC SCHOOLS FROM RURAL AREAS IN LILONGWE
DISTRICT**

**MASTER OF EDUCATION (POLICY, PLANNING AND LEADERSHIP)
THESIS**

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DECLARATION

I, the undersigned, declare that I am the sole author of this thesis, and that the material has not been submitted wholly or partly for any other award. The paper is my own research work and where other people's work was used, they have been duly acknowledged.

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CERTIFICATE OF APPROVAL

I, the undersigned, certify that this thesis is truly the author's effort, and to the best of my knowledge, it has not been submitted for any other academic qualification within the University or elsewhere. The thesis is acceptable in form and content.

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DEDICATION

To my late dad Mr. Faelord Nayeja and late mum, Mrs. Violet Nayeja. I will always appreciate you forever and ever more for the good foundations you built while you lived. Without these springboards I would not have been where I am now. You showed me unfailing love, care and support at every opportune time.

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“Man proposes and God disposes”.

ABSTRACT

Community participation policy was introduced in 2004, following a number of challenges in Malawi's public education system. Literature reveals that a number of stakeholders do not fully support the policy. This comes against the background of efforts by both government and other key stakeholders to make the policy effective. The study, which was conducted in rural locations of Lilongwe District, was aimed at assessing the implementation of community participation policy in rural public primary schools. A qualitative approach was employed, and a purposive sampling technique was used for selecting the rural public primary schools, as well as identifying study participants. Semi-structured interview guides for in-depth and key informant interviews were used in collecting data, which was analysed thematically. The study confirmed that community participation policy is implemented in almost all rural public primary schools. Participants' categories were predetermined to suit the study requirements and specifications. The study participant categories included: 4 SMC chairpersons; 4 PTA chairpersons; 12 senior teachers; 4 head teachers; 3 Primary Education Advisors, each representing at least one sample school; and the Director for Education, Youth and Sports (DEYS). The study confirmed that community participation policy is implemented in almost all rural public primary schools. The study also found that some stakeholders, like SMCs, PTA and chiefs, are more active than others. Finally, the study found that there are implementation challenges encountered and also solicited suggested solutions to the challenges. The study recommends that government should take a more regulative role to make community participation policy implementation more effective.

TABLE OF CONTENTS

ABSTRACT.....	vi
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 Introduction	1
1.2 Background of the study	1
1.3 Problem statement	2
1.4 The purpose of the Study.	5
1.5 Research objectives	5
1.5.1 Main Research objective.....	5
1.5.2 Specific Research Objectives.....	5
1.6 Research Questions	6
1.6.1 Main research question	6
1.6.2 Specific research questions	6
1.7 Significance of the study	6
1.8 Chapter Summary.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Necessitating factors for community participation in the management of public primary schools	8

2.3	Community Participation Policy	10
2.4	The role of stakeholders in the implementation of community participation policy in rural public primary schools in Lilongwe District, Malawi.....	11
2.5	The intended objectives of community participation policy	13
2.5.1	Element: institutional set-up	13
2.5.2	Element: gender and HIV/AIDs.....	13
2.5.3	Element: Coordination and collaboration	14
2.5.4	Element: policy review	14
2.5.5	Element: communication	14
2.5.6	Element: sensitization	14
2.5.7	Element: Needs Assessment and prioritization.....	14
2.5.8	Element: school improvement plan	15
2.5.9	Element: social contracts	15
2.5.10	Element: participation.....	15
2.5.11	Element: budgeting	15
2.5.12	Element: resource mobilization and allocation.....	15
2.5.13	Element: Sustainability and Ownership.....	15
2.5.14	Element: capacity building	16
2.5.15	Element: supervision and monitoring	16
2.5.16	Element: research.....	16
2.5.17	Element: evaluation	16
2.5.18	Element: lesson dissemination.....	16
2.6	Implementation challenges with respect to community participation at global level. 18	
2.7	Challenges associated with the implementation of community participation at African regional level.....	19
2.8	Challenges associated with the implementation of community participation policy in Malawi.....	21

2.9	Theoretical Framework	22
2.9.1	Community participation model	22
2.9.2	Ladder of Participation	22
2.10	Gaps Identified in Literature	26
2.11	Chapter Summary.....	27
CHAPTER THREE		28
METHODOLOGY		28
3.1	Introduction	28
3.2	Research paradigm	28
3.3	Research Approach	28
3.4	Study Design	29
3.5	Study Population	30
3.5.1	Study Locations	30
3.5.2	Study Participants	30
3.5.3	Study Period.....	30
3.6	Sampling Methods and Sample Size.....	30
3.6.1	Sampling Methods	30
3.6.2	Sample Size.....	31
3.7	Data Collection and Management.....	32
3.7.1	Data Collection Methods	32
3.7.2	Data Collection Instruments	32
3.8	Data Management Methods	32
3.9	Data Analysis	32
3.10	Study Limitations	33
3.11	Research Dissemination Strategy.....	34
3.12	Ethical Considerations.....	34
3.13	Risks associated with the study.....	34

CHAPTER FOUR.....	35
RESEARCH FINDINGS AND DISCUSSION.....	35
4.1 Introduction	35
4.2 The role of various stakeholders in the implementation of community participation policy in rural public primary schools	37
4.2.1 How various stakeholders are involved in community participation.....	39
4.2.2 Involvement of community stakeholders in decision making over school management activities and projects	43
4.3 Achievement of objectives as espoused in the community participation policy	45
4.3.1 How different stakeholders get motivated to participate in school-based activities	49
4.4 Challenges encountered in the implementation process of community participation.....	50
4.5 Ways of addressing the Community Participation Policy implementation challenges to achieve better results	57
4.6 Chapter Summary.....	63
CHAPTER FIVE	64
RECOMMENDATIONS AND CONCLUSION	64
5.1 RECOMMENDATIONS	64
5.2 CONCLUSION	65
5.2.1 Success registered in the implementation of community participation policy	65
5.2.2 Communication and feedback mechanism among key stakeholders in the implementation process of the community participation policy.....	66
5.3 Areas for further Research	69
REFERENCES	71
APPENDICES	74

LIST OF TABLES

Table 1: The Ladder of Participation (adapted from Pretty J 1995)	25
Table 2: Summary Of Methodology	33
Table 3: Participants For In-Depth Interviews.....	36
Table 4: Participants For Key Informant Interviews	37

LIST OF APPENDICES

Appendix 1: Informed Consent Form	74
Appendix 2: Informed Assent Form – Interviews With Participants Under The Age Of 18.....	77
Appendix 3: Informed Consent Form – Caregivers Of Interview Participants Below 18 Years	81
Appendix 4: Statement By The Researcher/Person Taking Consent.....	85
Appendix 5 : Kalata Ya Kudziwa Ndi Kuvomeleza Kutenga Nawo Mbali Mu Kafukufuku	86
Appendix 6: Chilolezo Cha Macheza Ndi Ana Osakwana Zaka 18.....	89
Appendix 7: Chilolezo Cha Kutenga Nawo Mbali Mu Kafukufuku – Owayang’anira Omwe Akutenga Nawo Mbali Mu Kafukufuku Amene Ndi Osakwana Zaka Khumi, Zisanu Ndi Zitatu (18)	94
Appendix 8: Work Plan	99
Appendix 9: Itemised Budget	100
Appendix 10: Data Collection Tools	101
Appendix 11: Zipangizo Zopangira Kafukufuku.....	107
Appendix 12: Curriculum Vitae.....	112

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter introduces the study. It presents the background to the study, the problem statement, significance of the study, as well as the research objectives and research questions both of which will guide the study. Finally, it presents the study limitations and ethical considerations.

1.2 Background of the study

Malawi is among Sub-Saharan African countries that introduced Free Primary Education (FPE) policy immediately after ushering in a democratic dispensation in 1994 (Barnett, 2013). Following this development, enrolment jumped from around two million to over three million pupils in Malawi's public primary schools. As a result, this development piled pressure on the education institutions in terms of management and resource provision, thus necessitating the need for community involvement (GoM, 2008). Huge class sizes and inadequate supply of infrastructure, teachers, teaching and learning materials were and still are some of the challenges this education reform brought about. Following that pressure, the same government introduced and operationalised community participation policy whereby parents pay money and other resources towards school activities (Moses and Kazuma, 2008). In Malawi, involvement of the community in the running of education institutions, particularly the primary schools, became more pronounced after 1994 when Free Primary Education was announced (Barnett, 2013). Community involvement has, thus, played a significant role in policy and practice in Malawian schools since Local Self-help schools supported early formal schools. The National Strategy for Community Participation in the Management of Primary Schools, also referred to as the Community Participation Policy, contends that every school should have a school

management committee (SMC), composed of community members (GoM, 2004). This is also acknowledged in the Education Act of 1962, indicating that the concept of community participation dates back to the 60s or thereabout (GoM, 2004). Malawi long-term development blueprint, the Malawi2063 stresses the need for coordinated efforts and collective action among all sectors and stakeholders with an aim to achieve self-reliance and inclusive wealth creation. From the context of a primary education, this vision is achievable by involving community stakeholders in the management of public primary schools.

According to CRS (2004), participation is defined as “a process through which stakeholders influence and guide development initiatives, and provide the decision and resources that affect them. Parents and the government are involved in community participation. In other Sub-Saharan countries, community participation is also there but it is called cost sharing. Cost sharing is defined as a shift in the burden of primary education costs from being borne predominantly by government to being shared by parents (<https://www.una.edu>). This implies that the community is an important stakeholder in ensuring that education institutions, including primary schools, are run smoothly, by supporting government efforts in provision of education services.

1.3 Problem statement

Involvement of community stakeholders has, over the years, emerged as the best approach to the running of educational institutions (GoM, 2020b; GoM, 2019). Rigorous research conducted in Malawi and beyond, over the years, reveals that community participation produces a multiplicity of positive impacts in the education sector (Hau, 2004). Hau (2004) further argues that Free Primary Education in Malawi was introduced in order to increase access to primary education. Promotion of access to and quality of primary education requires a combined effort from all stakeholders. Another study by Taniguchi & Hirakawa (2021) in Malawi’s public primary and secondary school sector, it was observed that in high-achieving schools, but not in low-achieving schools, communities and parents were actively involved in events aimed at improving student achievement. However, the study established that it was

not so clear that success of schools could be attributed to community involvement. Actually, there was a general understanding that school achievement varied with the type of school management style. A number of positive impacts have been documented regarding the contribution of stakeholder involvement in the running of primary schools (NEP, 2016; GoM, 2020). These positive impacts include: contributing towards development projects by, among others, mobilising construction materials; mobilising financial resources for smooth operation of educational institutions; and helping in decision making. The Community Participation Policy contends that community members should take meaningful role, either individually or through organized entities like the Parents Teachers Associations or the School Management Committees (GoM, 2004). This assertion highlights the critical role played by these local structures that have received less attention in the past. Supporting this narrative is the Malawi Government's 2019 Malawi Education Sector Analysis which observes that community participation increases contributions in many cases, to the financial resources available to the school and some evidence suggests this has resulted in improved learning outcome (GoM, 2019)

Despite the positive aspects of community participation, studies show that there still exist serious problems that affect the implementation of Community Participation Policy. Tsoka et al. (2020) point out that there is lack of compelling evidence that community stakeholders' involvement is fully implemented as intended in the said Community Participation Policy.. For instance, most parents for primary school students still do not know that they have an important role to play in the education of their children. A case in point is the fact that most parents are non-committal to work hand in hand with the Mother Group in safeguarding the education of a girl child (Tsoka et al., 2020). This demonstrates a gap between policy and practice in the context of management of public primary schools. In the same vein, a report entitled Transforming Education Summit National Consultations Malawi Report, reveals that the concept of stakeholder involvement puts less emphasis on the role of local structures like the School Management Committee and the Parents Teachers Association (GoM, 2022). Instead, they are just identified as general indigenous people and community leaders without stressing their specific and well-defined roles to play. This approach renders community participation in primary school

management disorientated and receive less attention contrary to policy demands. This clearly undermines the core objectives of the Community Participation Policy. This shows that there is need to find out how the Community Participation Policy is implemented in order to unearth the underlying factors for its challenges and bottlenecks. These findings are consistent with Pemba's (2019) study results which identified the policy implementation challenges to border on: the issue of education quality in relation to teacher quality, teaching and learning materials and teaching environment. Furthermore, challenges included: that government was yet to develop guidelines or demonstrate its full commitment to community participation; poor community-teacher relations; community participation in School Management Committees is, in most cases, only on paper; the capacity of the district level structures is poor, and their role under decentralization is as yet unclear; successful piecemeal initiatives have yet to be drawn together to inform a National Strategy for the participation and empowerment of School Management Committees (GoM, 2018; GoM, 2004). This is an apparent indication that the overarching goal of the Community Participation Policy has not yet produced the intended results. It is also observed that stakeholder participation is critical in the formulation and implementation of education reforms. Unless a wide range of stakeholders participate in the policy process, the policies that take much time and effort to produce would never be successfully implemented (Chikazinga, 2021). A similar finding is made in Malawi Government' (2022) National Guidelines for Board of Governors for Secondary Schools in Malawi whereby it is argued that stakeholders like the PTA, SMC and Mother Group are heavily underutilized in public schools of Malawi, hence burdening the government in terms of institutional management. It is, therefore, a cause for worry to note that some community stakeholders still don't fully understand their role in the management of public primary schools, particularly in the rural areas. This, evidently, has a negative bearing on optimal utilisation of the community in the management of primary schools.

Thus far, there is no study that has convincingly provided an account for the implementation of the community participation policy in the rural public primary schools in Malawi. As Pemba (2019) observes, globally, the practice of people-centered development has not yielded the desired impact as many local communities

still experience socio-economic deprivations and exclusions. This study seeks to address this gap by comprehensively reviewing the community participation policy and explain how the policy is implemented in Malawi' public primary schools.

1.4 The purpose of the Study.

The purpose of the study was to assess the implementation of community participation in rural public primary schools with focus on selected rural public primary schools in Lilongwe District, Malawi.

1.5 Research objectives

1.5.1 Main Research objective

The main research question was to:

- assess how community participation policy is implemented in rural public primary schools, with focus on selected rural public primary schools in Lilongwe District, Malawi.

1.5.2 Specific Research Objectives

The specific research objectives were to:

- a. establish how stakeholders have contributed to the implementation of community participation policy in rural public primary schools in Lilongwe District, Malawi.
- b. explore the benefits of community poarticipation policy in rural public primary schools
- c. examine the challenges encountered in the implementation process of the community participation policy in rural public primary schools in Lilongwe District, Malawi.

1.6 Research Questions

1.6.1 Main research question

The main research question was:

- How is the community participation policy implemented in rural public primary schools?

1.6.2 Specific research questions

Specific research questions included:

- a. What contribution have stakeholders made to the implementation of community participation policy in rural public primary schools in Lilongwe District, Malawi?
- b. What has the community participation policy achieved in terms of its intended objectives in the rural primary schools in Lilongwe District, Malawi?
- c. What challenges are encountered in the implementation process of the community participation policy in rural public primary schools in Lilongwe District, Malawi?

1.7 Significance of the study

The study will inform practice. Practitioners in the education sector, including teachers and headteachers will be able to embrace community participation as a worthwhile element in the management of primary schools.

The study will also inform policy. Policy makers and stakeholders will be able to appreciate the gaps that exist in the implementation of the existing community participation policy. The findings will inform the basis for improving the existing policy and be able to achieve the intended objectives.

Lastly, the study was an attempt to fill the existing gap in literature. It will add relevant and critical information that is missing in the existing research database.

1.8 Chapter Summary

The chapter has highlighted that community participation policy is a concept in that has developed roots in the public primary schools. The government developed the policy so that communities should have a sense of ownership of the public primary schools. In the process, government gets relieved of a huge burden of solely shouldering the cost of managing the schools. However, there is need to find out how the community participation policy is implemented in the rural public primary schools. Critical analysis shows that there is no literature that has tackled this aspect in the context of primary education in Malawi.

Besides, the chapter has outlined the research objectives and questions, the justification for conducting a study on the implementation of community participation policy. Lastly, theoretical framework has been made crystal clear, which shapes the whole discussion.

The next chapter provides relevant literatures that has already addressed some issues related to the subject matter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section explores both the empirical review and conceptual framework, as well as the theoretical framework. Different aspects that closely relate to the implementation of community participation policy have been highlighted. In the course of the research write up, these two key elements help to come up with relevant research methods as well as a lucid discussion of research findings.

2.2 Necessitating factors for community participation in the management of public primary schools

The Government of Malawi abolished school fees and instituted Free Primary Education in 1994. This resulted in a boom enrolment of 3.2 million by 2005 (GoM, 2018). This led to government inability to meet all the costs required to come up with the infrastructure needed, particularly 38000 classrooms, to meet the needs of the expanded primary education (GoM, 2004). This shows that Malawi's education system has been facing multiple challenges for a long time in its quest to provide free primary education in its public schools. Throughout the period, government has made efforts to address the challenges by coming up with different policy directions. For instance, Malawi Government's National Education Sector Improvement Plan 2020 acknowledges the persistent occurrences of challenges that affect provision of primary school education services (GoM, 2020). These challenges include long distances to primary school, cultural practices, limited infrastructure, among others, which require local stakeholders to complement government efforts. To ensure that children do not drop out of school due to long distances between home and school, the government intended to facilitate the development of Junior Community Schools by the private sector, local community, Non-Governmental Organizations, and the donor

community to cater for standards 1-4 (Barnett, 2013). The inclusion of local community means they are being recognized as a key element of development. Pemba (2019) postulates that development programmes, projects and processes ought to embrace effective community participation in order to be inclusive and sustainable. Pemba (2019) further argues that having effective communication mechanisms in community development projects helps to engender active community participation in the projects and achieve the 2030 Agenda for Sustainable Development which aims to realise inclusive development that leaves no one behind. This means community involvement is billed as one of the effective strategies to achieve meaningful development and reliable service provision. In the same vein, the Malawi2063, Malawi Government's long-term development agenda calls for multiple-stakeholder engagement as a way of achieving self-reliance and including wealth creation in all critical sectors including the education sector (GoM, 2020b).

The term community refers to a group of people from a common geographic area, caste, sex and religion (Guaraldo-Choguil, 2018). According to World Bank (1999), communities can be defined by characteristics that the members share such as culture, language, tradition, law, geography, class, and race. Participation can be referred in various ways depending on the context that clarifies different levels of participation such as participation in real decision making at every stage, attendance at meeting, services, etc. According to Bray (2000), a community has, at least, some features such as: a network of shared interests and concerns; a symbolic or physical base, extension beyond the narrowly-defined household; and something that distinguishes it from other similar groups. Community participation in education helps to identify issues and problems in school education. School is a part of the community and community supports a school to give quality education to every student for the development of the society.

In developed countries, it has been conclusively stated that community participation in the management of schools has a lot of benefits that include: ownership of the schools by communities, ability of the communities to support the schools financially and materially, and the fact that schools are becoming environments where democracy is practiced (Kaunda, 2005). He further reveals that this understanding compelled government of Malawi and the civil society to devise the National

Strategy for Community Participation in Primary school Management policy, which in essence, is the community participation policy.

The Ministry of Education has put in place a number of other policies and strategies in order to ensure that communities are involved in the management of the primary schools. These serve to support the implementation of the Community Participation policy. For instance, Ministry of Education (2002:14) states that according to the 1962 Education Act, the School Management Committees (SMCs) and the Parents-Teachers Associations (PTAs) are responsible for ensuring community participation in managing primary schools (GoM, 2020). Therefore, the National Strategy for Community participation in Primary School, as a guiding policy, was developed by the government together with the civil society in order to achieve maximum participation through the governing bodies.

2.3 Community Participation Policy

The National Strategy for Community Participation in the Management of Primary Schools, was conceived based on the prevailing challenges that emanated from the need to have a well-coordinated and regulated community participation in the education arena. The National Strategy was developed and made available to the public education service in the year 2004 (Malawi Government, 2004). The policy framework in question was informed by other preceding policy instruments that include the Policy and Investment Framework of 2000. In Malawi, there is a long history of community participation in development activities, including schools. However, this has generally only involved helping with construction and fund raising, and not in school management. In addition, confusion in the implementation of Universal Primary Education led to a mistaken perception by communities that they no longer had any responsibilities for their local schools. It is further argued in the policy that communities form the essential third element that brings together Government and Development Partners to ensure quality education. Prior to the development of the community participation policy, the Policy Investment Framework for Education in Malawi 1995-2005 highlight some important propositions. These include: that government would establish guidelines for community participation and school management; and that the government, in

consultation with stakeholders, would develop guidelines for the working relationship between Parent Teacher Associations (PTA), Teachers Union of Malawi (TUM), and School Management Committees (SMCs).

2.4 The role of stakeholders in the implementation of community participation policy in rural public primary schools in Lilongwe District, Malawi

The community is expected to play multiple roles in the running of schools, including primary schools. As Kaunda (2005) reveals, this encompasses the following: cultural, socio-economic, professional, physical and policy-related roles. For instance, the community is expected to advocate for policy change, and the government modifying existing policies relative to new/ relevant societal values such as school calendar, school uniform, among others. Community involvement (promoted by community institutions, educational or otherwise) also serves to cement the bond between institutions and communities in which they reside by providing help and support to those in need and by facilitating interactions between members of the community who might not otherwise have contact (Stukas & Dunlap, 2002). This means that the community participation policy, by design, empowers the members of community to influence some decisions.

In the implementation of a community participation policy in rural public primary schools in Lilongwe District, Malawi, various stakeholders play crucial roles. According to GoM (2008), Government authorities constitute one of the key stakeholders in the Community participation policy. Government authorities at the national, district, and local levels have a significant role in promoting and implementing community participation policy. As observed in the Policy Investment Framework, these stakeholders are responsible for formulating policies, providing resources, and creating an enabling environment for community engagement in education (GoM, 1995). Government authorities in Lilongwe district need to ensure that the policy is effectively communicated to all relevant stakeholders and that guidelines are provided for its implementation.

Malawi Government (2019) also identifies school administrators as another group of relevant stakeholders in the implementation of the community stakeholder policy. School administrators including headteachers and school management committees,

are responsible for implementing community participation policies at the school level. They play a vital role in creating a conducive environment for community involvement, fostering partnerships with parents and community members, and ensuring that community perspectives are incorporated into school decision-making processes.

The community participation policy also identifies teachers as being central to the implementation of the community participation policy (Malawi Government, 2004). They are essential stakeholders in the sense that they interact directly with students, parents and community members on daily basis. Teachers can facilitate effective community engagement between the school and the community, encourage parental involvement in their children's education, and collaborate with community members to address local educational challenges. In the same vein, it is worth noting that the learners (pupils) themselves are so important in community participation policy implementation (Malawi Government, 2004). They can actively participate in decision-making processes, express their needs and concerns, and contribute to the development of their schools and communities. Encouraging student participation can foster a sense of ownership and empowerment.

Another group of stakeholders include parents and guardians. Parents and guardians are crucial stakeholders in community participation policies. They have a responsibility to actively engage in their children's education, support their learning at home, and participate in school activities. Parents can contribute by attending parent-teacher meetings, joining school committees, volunteering in the school, and providing feedback on their children's progress.

Community leaders and organizations are equally important in community participation. Kaunda (2005) assert that community leaders such as traditional authorities, local NGOs, and religious leaders, can play a significant role in promoting community participation in education. They can mobilize community members, advocate for quality education, and facilitate partnerships between schools and the community. Community organizations can also provide resources, expertise, and support for educational initiatives.

The National Education Sector Investment Plan 2020-2023 also identifies civil society organizations as an important stakeholder in the policy implementation

process (Malawi Government, 2020). Civil society organizations, including non-governmental organizations (NGOs) and community-based organizations (CBOs) can support the implementation of community participation policies through advocacy, capacity building, and resource mobilization. They can work with schools and communities to promote inclusive and participatory practices, monitor the policy's implementation, and provide training and support to stakeholders.

Suffice to say that effective collaboration and coordination among these stakeholders are essential for the successful implementation of community participation policies in rural public primary schools in Lilongwe District, Malawi (Malawi Government, 1995). This collaboration can help create a supportive and inclusive educational environment that promotes the holistic development of students and improves the quality of education in the community.

2.5 The intended objectives of community participation policy

The community participation policy identifies a number of objectives. There are about 17 objectives that have been categorized into thematic elements. These are considered as prerequisites that need to be put in place in order for community participation in primary school management to proceed effectively. They are the foundation or enabling environment that represent a context within which primary schools should be managed. The elements and their objectives include:

2.5.1 Element: institutional set-up

a. objective 1:

Effective institutions are in place with clearly defined roles and responsibilities that give due consideration for the future decentralization of roles and responsibilities to the District Level.

2.5.2 Element: gender and HIV/AIDs

a. Objective 2

Gender and HIV/AIDs are fully integrated as cross-cutting themes into the process of community participation in primary school management.

2.5.3 Element: Coordination and collaboration

a. Objective 3

All stakeholders involved in community management of primary schools are fully transparent in all their actions and at all times.

a. Objective 4

All stakeholders in community primary school management coordinate and collaborate all their activities through the sharing of information, knowledge, and resources.

2.5.4 Element: policy review

a. Objective 5

Policies reflect the needs expressed by communication through their participation in primary school management and are reviewed regularly to ensure they suit the changing environment.

2.5.5 Element: communication

a. Objective 6

There is effective, clear and open communication between all stakeholders involved in primary school management.

2.5.6 Element: sensitization

a. Objective 7

Communities are empowered to participate in the management of the primary schools through awareness of their roles and responsibilities.

2.5.7 Element: Needs Assessment and prioritization

a. Objective 8

Through a thorough understanding and analysis of the issues and with the full participation of all stakeholders the most appropriate needs concerning primary school management are prioritized.

2.5.8 Element: school improvement plan

a. Objective 9

Detailed school improvement plans are developed and agreed by all stakeholders for the participation of communities in the management of their primary schools.

2.5.9 Element: social contracts

a. Objective 10

Rules and responsibilities of all stakeholders in the management of the primary school are negotiated, defined and agreed in the form of a social contract which will then be communicated, implemented and monitored.

2.5.10 Element: participation

a. Objective 11

Communities are actively participating in the management of their primary schools.

2.5.11 Element: budgeting

a. Objective 12

Communities, through their school management committees, are in control of funds for their primary schools, whether raised internally from the community, or from external Development Partners and Government sources.

2.5.12 Element: resource mobilization and allocation

a. Objective 13

Adequate quality human, financial and material resources are provided, and allocated, in accordance with the priorities in the School Improvement Plan

2.5.13 Element: Sustainability and Ownership

a. Objective 14

Communities are empowered to take responsibilities for the sustainable management and ownership of their own primary schools.

2.5.14 Element: capacity building

a. Objective 15

School Management Committees, Parent-Teacher Associations and other stakeholders are carrying out school management functions effectively, having been equipped with adequate and appropriate skills through uniform and consistent approaches.

2.5.15 Element: supervision and monitoring

a. Objective 16

The community and other stakeholders are regularly supervising and monitoring primary school management activities.

2.5.16 Element: research

a. Objective 17

Targeted in-depth research into specific topics provides a deeper understanding of the issues, concerns and future opportunities and directions regarding community participation in primary school management.

2.5.17 Element: evaluation

a. Objective 18

All primary school management activities are evaluated, and the results are shared and used in both present and future initiatives by all interested stakeholders.

2.5.18 Element: lesson dissemination

a. Objective 19

Lessons and experience from the ongoing implementation of the National Strategy are made widely available and accessible to all stakeholders.

In Malawi, the community participation policy came into full operation in the year, 2004 soon after its development as a National Strategy (GoM, 2004). Literature is replete with explanations on the performance of the community participation policy. Some of the objectives captured in Malawi community participation policy intended for the running of public primary schools have both successes and failures.

On the one hand, there are a number of successes in terms of objectives. One of the successes is that there has been notable increased stakeholder engagement (GoM, 2019). Successful strategies often aim to enhance community involvement in school management. This can include encouraging parents, local leaders, and community members to actively participate in decision-making processes, such as school governance or curriculum development. Malawi Government (2019) also identifies improved infrastructure and resources as another form of success. If the strategy focuses on mobilizing resources and infrastructure development, it may lead to the construction of new classrooms, provision of textbooks, supplies, and other educational materials. These developments can positively impact the learning environment and student outcomes. The other positive outcome of these objectives is that there is enhanced teacher-community collaboration. Strategies that promote collaboration between teachers and community members can foster a sense of shared responsibility for education. This collaboration can lead to increased support for teachers, improved communication channels, and the development of relevant and context-specific teaching approaches.

On the other hand, though, there are indicators of failure to achieve intended policy outcomes. One such weak area is the limited capacity building that exists. In one way or the other, the community participation policy has failed to meaningfully invest in training and capacity building for community members. This results in lack of the necessary skills and knowledge to effectively participate in school management. This can hinder the implementation of the policy and limit its impact.

Implementation challenges also come in form of insufficient financial resources. Malawi Government (2020) asserts that lack of funding can prevent the successful implementation of the strategy. Without adequate financial support, it becomes challenging to improve infrastructure, provide necessary resources, or offer incentives for community participation, resulting in unfulfilled objectives. Besides, Moses & Kazuma (2008) finds that there is weak policy implementation and monitoring. They point out that even with well-defined objectives, inadequate policy implementation and monitoring can undermine the strategy's effectiveness. If there is a lack of accountability mechanisms, oversight, or evaluation processes, it becomes difficult to track progress, identify challenges, and make necessary adjustments.

2.6 Implementation challenges with respect to community participation at global level.

Implementation of community participation at a global level poses several challenges due to the diverse nature of communities, cultural differences, and logistical constraints.

From a global perspective , it has been observed by a number of scholars that achievement of some of the objectives has been a tall order due to, among others, cultural and societal factors. Cultural norms, beliefs, and societal challenges can pose obstacles to community participation in school management. Such factors include gender inequalities, discrimination, or mistrust (Guaraldo-Choguill, 2019). This has great potential to result in ineffective engagement of all community members, thereby limiting the policy's impact.

Another notable challenge at a global level is that community participation initiatives are hampered by power imbalances. According to Barnett (2013), global communities often have significant power imbalances, with certain regions, countries, or organizations exerting more influence than others. These power dynamics can hinder the meaningful participation of marginalized community and lead to decisions that do not adequately represent the interests of all stakeholders.

Another challenge comes in the form of coordination and logistics. Coordinating community participation at a global scale is a complex task (Prew, 2009; Dekker, 2010). Time zone differences, limited resources, and technologies infrastructure disparities can make it difficult to organize and facilitate inclusive participation processes. Ensuring equitable access to information and resources across diverse communities is crucial but challenging.

Resource constraints also affect implementation of community participation (Rose, 2003). Implementing community participation on a global scale requires adequate resources, and capacity-building initiatives. Rose (2003) argues that limited resources

can hinder the establishment of robust participatory processes and limit the ability of communities to engage effectively.

Again, decision-making processes present implementation challenges. Integrating community participation into global decision-making processes requires careful consideration of existing structures and mechanisms (Guaraldo-Choguil, 2019). Balancing the need for inclusivity and diverse perspectives with the efficiency and effectiveness of decision-making can be a complex task. It may require adapting existing systems or creating new frameworks to accommodate community input.

Finally, McIntyre et al (2014) observe that community participation in the realm of primary school management, faces the challenges of low inclusivity and representation. Ensuring that community participation initiatives are inclusive and representative of different social, economic, and demographic groups is essential. However, achieving broad representation can be challenging, particularly for marginalized or disadvantaged communities who may face barriers to participation, such as discrimination, limited resources, or lack of awareness.

2.7 Challenges associated with the implementation of community participation at African regional level

Community participation at the African regional level faces several challenges, which can vary across different countries and contexts. As Pryor (2005) points out, one of the challenges has to do with limited awareness and understanding. Many members of the community are not aware of the importance of participating in community activities. In some cases, communities are reportedly not fully aware of their rights, the value of participation, or the potential impact they have on decision-making processes at the regional level (Rose, 2003). This proves a huge bottleneck to the effective realization of community participation.

Socio-economic factors also present a big challenge to community participation at regional level. The World Bank (2007) reveals that issues like poverty, illiteracy, and lack of resources do hinder meaningful community participation. Communities that face these kinds of challenges find it very hard to engage actively in regional initiatives due to limited capacity to, time constraints, or the need to prioritize immediate survival needs. This has greatly affected the realization of community involvement.

Community participation initiatives also suffer due to lack of capacity and skills among the key community stakeholders. Limited capacity and skills within communities can hinder their ability to engage effectively (Russel, 2009 & Jimu, 2008). This includes skills related to leadership, negotiation, advocacy, and policy analysis. This calls for a need to build the capacity of communities to participate actively in regional processes, and this is an essential element for their meaningful involvement. In addition to that, power imbalances are also linked to ineffective implementation of community participation. As Barnett (2013) argues, power imbalances do undermine implementation efforts in multiple ways. Marginalized groups, including women, youth, indigenous populations, and minority communities, may face discrimination and exclusion, limiting their ability to participate meaningfully. Addressing power imbalances and ensuring inclusivity are crucial for effective community participation.

It is worth noting that limited institutional capacities is also one of the principal reasons why implementation of community participation proves problematic (Malawi Government, 2008). The lack of well-established institutional structures and mechanisms for community participation can impede engagement at the regional level. In some cases, formal avenues for community involvement may be absent or underdeveloped, leaving communities without clear channels to express their concerns or contribute to express their concerns or contribute to regional decision-making (Stukas & Dunlop, 2002)

2.8 Challenges associated with the implementation of community participation policy in Malawi

Malawi was among the first countries in Sub-Saharan Africa to abolish primary school fees in 1994, leading to a 51 percent increase in enrolment (Barnett, 2013). This necessitated the formulation of the community participation policy for the management of primary schools. However, the implementation of the said policy has not been without challenges. This comes against the background that the community is regarded as the essential third element that brings together Government and Development Partners to ensure quality education (Malawi Government, 2004). The elements of the community include the Parents Teachers Association (PTA) and School Management, among others.

The challenges identified in the implementation of the community participation policy abound. These include: the fact that, in reality, the School Management Committees and PTAs do not exist, or if they do, they are largely dormant. Additionally, where the SMCs do exist, their role is still predominantly one of organizing the maintenance of school infrastructure. There is very little participation from the communities and parents in other contentious school management issues, such as the monitoring of teachers' performance (Malawi Government, 2004). One key reason for this is the lack of training for School Management Committees and for school staff. This is compounded by the poor relations that exist in many situations between staff and communities. Again, communities often lack confidence to deal with better educated teachers, while at the same time, teachers often fear and resent School Management Committees as they see them as potential mechanism to exercise power and control over them (Malawi Government, 2004). Malawi Government (2019) also observes that there is lack of capacity and knowledge by SMCs and PTAs, leading to collision of roles.

2.9 Theoretical Framework

2.9.1 Community participation model

The community participation model describes a number of modes of community member participation including: Convey/consume, contribute, collaborate and co-create (Mcintyre et al, 2014). In the context of education, members of the community come together as an organized entity. They are either members of the Parent Teacher Association (PTA) or School Management Committee (SMC). Pryor (2005) researched community participation for improvement of rural schooling in Ghana. Pryor concluded that if community participation is desirable in itself, school development is an important factor to create a community around the school. He argues that this approach can work if and when the state is active in trying to create community participation rather than looking to the community to develop the school. This line of thought is corroborated by Mfum-Mensah (2004) who studied community involvement in school management in Ghana. It became apparent that for a program to work, meetings of the PTA and SMC have to be held regularly. As such, the model in question will be of great significance when it comes to analyzing implementation of community participation policy in primary school located in rural areas.

2.9.2 Ladder of Participation

The concept of the “ladder of participation” was developed by Sherry R. Arnstein, an American Community planner and activist (Watt, 2001). In 1969, Arnstein published an influential article titled “A ladder of citizen participation” in the journal of the American Institute of Planners. The ladder of participation is a conceptual framework that illustrates the varying levels of citizen involvement and power in decision-making processes (Stukas & Dunlop, 2002). It describes a spectrum of participation ranging from non-participation and tokenism to authentic citizen empowerment and engagement. Arnstein’s ladder of participation has since become widely referenced model in the field of public participation and community development.

The ladder of community participation model seeks to consider two main problems when analyzing the role of communities: One is whether community participation is practiced at all, and the other is “how?” (Guaraldo Choguill, 2018). Malawi

Government (2004) identifies six different levels of participation for communities involved in primary school management, as a way of achieving sustainable participation. As a model, it allows to understand the roles played by the community stakeholders. It is also important to point out that Level 4 to 6 are of more interest as they signify a shift from the passive to active participatory roles of community stakeholders that help achieve a true whole school managerial involvement of the communities. (Malawi Government, 2020; Malawi Government, 2004). The model is as illustrated below.

1	Citizen control	
2	Delegated power	Degree of citizen power
3	Partnership	
4	Placation	
5	Consultation	Degree of tokenism
6	Informing	
7	Therapy	Non-participation
8	Manipulation	

Figure 1: Sherry R. Arnstein’s ladder of Participation. Source: Arnstein (2010: 217)

In the same vein, Jules N. Pretty provides an almost similar perspective to the concept of Ladder of Participation. Pretty, a renowned scholar in the field of sustainable agriculture, rural development, and environmental sustainability, proposed a typology of participation that catgorises different levels and forms of engagement in development projects. Pretty acknowledges the existential threat that moving to the automy of self-mobilization poses to hegemonic agents (Pretty, 1995). It is suggested

that what might be required is humility on the part of external professionals that they do not know everything, cannot control everything, should not seek to possess the knowledge of others. Basically, Pretty advances the argument that external agents involved in the participatory process need to acknowledge and value local people as peers.

Pretty highlighted the inherent tensions within the concept of participation and the dilemma posed for those in authority: that the authorities both need and fear people's participation (Grace & Grace, 2021). From a need perspective, issues around, for example, resource allocation, or local planning matters, require citizen engagement, empowerment of the people, is less easily controlled both in terms of their decisions and the management of time. These tensions and dilemma represent the contradictions within the participatory process: the use of power, either as paternalism or emancipation.

Pretty warned workers engaged in participatory processes that they should not be intimidated by the complexities and uncertainties of dialogue and action (Klandermans, 2015). Klandermans (2015) further argues that not everyone's voice is heard: attention must be paid to bias that may exclude already marginalized voices. Identifying the range and complexity of constituencies requires honesty and integrity if a process is to be inclusive; criteria that exclude must be challenged, must be changed.

Table 1: The Ladder of Participation (adapted from Pretty J 1995)

Level of participation	Type of participation	Description
Level 7	Self-mobilization	People participate by taking initiatives independent of external institutions. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used.
Level 6	Interactive participation	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
Level 5	Functional participation	People participate by being formed into committees, around specific predetermined objectives of the project, for example, School Management Committees. Such participation does not tend to be in the early stages of project cycles, but is instead after the major decisions have been made. These committees tend to be dependent on external facilitators, but may become self-dependent over time.
Sustainability threshold		
Level 4	Participation for material incentives	People participate, by providing resources such as labour or materials (for example making bricks for school construction) in return for food or cash.
Level 3	Participation in information giving/consultation	People participate by answering questions by researchers and expressing their views. The results are not shared with communities and questioners have no obligation to take on board people's views.

Level 2	Passive participation	People are just told what is going to happen, as an announcement by those administering the project or activity.
Level 1	Manipulative participation	Nominated individuals with no power pretend to be people's representatives. These are unelected and powerless individuals.

While Arnsten and Pretty use different terms for the participation types, their typologies of participation look similar as they generally reflect how participants are empowered to own and influence development processes. In this regard, it is easy to understand the level of participation of different community stakeholders in the running and co-management of rural public primary schools in Malawi by using both typologies of Participation Ladder.

2.10 Gaps Identified in Literature

A number of studies have been conducted in the area of community participation in the context of management of rural public primary schools. Community involvement in schools has been linked with a number of benefits regarding the managerial outputs (The World Bank, 2007). Watt (2001) argues that accommodating the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement. Watt (2001) further notes, this positive correlation between community participation in schools and outcomes for students' schooling, and communities is confirmed by research from diverse settings including Latin America, North America, Sub-Saharan Africa and South-East Asia. Russel (2009) contends that the relationship forged as part of community and parental involvement also goes a long way in determining the culture, pedagogy and overall perception of students. Similarly, Colley (2005) observed in rural Gambia that there were few disciplinary problems, a finding of the parent involvement research from the US as well.

It is interesting to note that a host of studies on community participation have made a number of observations. However, there is no study that comprehensively reviews the community participation policy that regulates and guides community involvement in

whole school management in Malawi's rural public primary schools. This is what the study seeks to address by reviewing the community participation policy and establish how it helps in guiding the management of the primary schools.

2.11 Chapter Summary

This chapter has presented relevant literature on the implementation of community participation policy in the management of rural public primary schools. A number of aspects have been tackled in the course of the chapter development. These include: factors necessitating the use of community participation policy in the management of public primary schools; the role of stakeholders in the implementation of the policy; the intended objectives of the policy, implementation challenges at global and Malawi level; theoretical framework and gaps identified in literature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section includes the research methodology. The chapter outlines the research paradigm, the research approach, study design, study population, study period, sampling methods and sample size, data collection and management, data analysis, ethical considerations, and risks associated with the research.

3.2 Research paradigm

Since the study adopted a qualitative approach, it was informed by an interpretive research paradigm. Interpretive research paradigm in qualitative research is concerned with understanding the world as it is from subjective experiences of individuals (Showkat and Parveen, 2017). Through this paradigm, the research study was able to draw well-informed conclusions on whether and how community participation helps in whole-school management of the rural public primary schools in Malawi. Key stakeholders were engaged in the study process to provide their views regarding the management of primary schools as espoused in the community participation policy. In the final analysis, this process helped in making conclusions and interpretations.

3.3 Research Approach

This study employed a qualitative method approach. The aim was to gain an in-depth understanding and insight regarding the implementation of community participation policy in the rural public primary schools of Malawi, with a case drawn from rural schools of Lilongwe district. Cresswell (1994) contends that the strength of qualitative research is its ability to provide complex textual descriptions of how

people experience a given research issue. He further contends that under qualitative studies, gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalized to other geographical areas or populations.

In the context of this study, qualitative research approach helped to unearth detailed data from the community stakeholders who are closely involved in the management of rural public primary schools in Malawi. These included the District Education Manager, the Coordinating Primary Education Advisors, The Primary Education Advisors, chairpersons for School Management Committees and Parents Teachers Associations, school administrators and Senior School Staff, among other relevant stakeholders.

3.4 Study Design

The study adopted an explanatory case study research design. Yin (1994) asserts that a case study is an ideal methodology for holistic investigation. He defines case study research as an indepth examination of an extensive amount of information about very few units or cases for one period or across multiple periods of time. By extension, Neuman (2014) points out that explanatory case study research is the research whose primary purpose is to explain why events occur and to build, elaborate, or test theory. Ideally, this is associated with the qualitative studies. The research will involve use of Key Informant Interviews targeting the education administrators at district level, namely the District Education Manager, The Coordinating PEA, the PEAs. The study will also employ the administration of In-depth Interviews. The target group for these interviews will be the chairpersons for School Management Committees, Parents Teachers Associations, Senior School Staff, head teachers and/or their deputies. These are the stakeholders who are highly involved in community participation activities at school level, hence their involvement.

3.5 Study Population

3.5.1 Study Locations

The study was conducted in Lilongwe rural, in the public primary schools. These schools exist in the midst of rural communities and are mostly run with notable involvement of the surrounding communities. It was further established that the schools had governance structures comprising of members of the community.

3.5.2 Study Participants

Target population for study included 4 head teachers, 12 senior teachers from 4 schools, two senior education officials from the District Education Office; and one PTA and one SMC chairperson from each school (making a total of 8).

3.5.3 Study Period

The study was conducted between the month of October, 2023 and January, 2024. Within the period all data processing was concluded.

3.6 Sampling Methods and Sample Size

3.6.1 Sampling Methods

The study employed a qualitative sampling technique. In particular, participants for qualitative data collection were identified using purposive sampling technique. The participants comprised teachers, school management committees, PTAs, students and other education practitioners who included the education administrators at district level. These were individuals who were actively involved in community engagements in relation to management of primary schools. In the same vein, the schools were selected purposively in the rural areas of Lilongwe District, to the convenience of the researcher.

According to Showkat and Parveen (2017), purposive sampling can be used in exploratory research or field research whereby the researcher makes deliberate choice of the study participants who will meet the demands of the study. Therefore,

purposive sampling was used to identify the study area, in this case, rural public schools of Lilongwe District. The sampling technique helped the researcher to get the data required as guided by research objectives.

Lilongwe rural education district was conceived as an appropriate study site due to the reasons below: first, a rural area is associated with community stakeholders with low levels of understanding of the need to engage in the running of public institutions, including schools. This is due to high levels of illiteracy. Secondly, the researcher was inspired by an incident she witnessed in 2021. One school in the rural Lilongwe rural staged a demonstration in protest of the financial contribution they were asked to make to the school. Now, as an observer, the researcher was left wondering if the community, particularly parents, were fully involved in arriving at this decision which triggered the said demonstrations. Lastly, Lilongwe was deemed to be so convenient to the researcher. This was the the case due to the researcher's residence in Lilongwe by virtue of being a lecturer at Lilongwe Teacher Training College. As such, it would be very easy to conduct the primary data collection and rescheduled interviews where necessary without incurring cost overruns beyond the budget.

3.6.2 Sample Size

A sample is a subset of the population. Using samples is more practical and less costly than collecting data from an entire population (Kothari, 2004).

Since it is qualitative research, the sample size data heavily depended on reaching the saturation point in the process of collecting data. Initially, the total number of planned interviews was 28. However, 27 individual in-depth and Key Informant interviews were conducted. The reduction in number was a result of having one PEA [Primary Education Advisor] representing two schools that were sampled in the study. 16 members of staff (four from each of the four selected schools) were identified. Again, the chairpersons for SMCs and PTAs or their representatives were engaged for individual in-depth interviews. Key Informant Interviews involved the Principal Education Officer (who represented the District Education Manager), PEAs from different educational zones, and one Assistant Coordinator (who represented a PEA).

3.7 Data Collection and Management

3.7.1 Data Collection Methods

Qualitative data was collected using semi-structured individual in-depth interviews and Key Informant Interviews. According to Kumar (1989), individual in-depth interviews are a qualitative method of data collection that involves a selected group of people who are targeted to provide information on a semi-structured basis. In-depth interviews involved the senior teachers, head teachers, SMC chairpersons and PTA chairpersons from each of the four selected schools under study. Key Informant Interviews were also utilized. Purposively selected participants were interviewed to provide practical knowledge and understanding regarding the implementation of community participation policy in rural public primary schools of Lilongwe. These included the Principal Education Officers (representing the Director for Education, Youth and Sports-DEYS), and Primary Education Advisors (PEAs).

3.7.2 Data Collection Instruments

The process of developing data collection tools was an iterative one. Based on both the review of the literature and with continuous reference to the research objectives, tools were drafted.

Both Key Informant Interviews and individual semi-structured in-depth interview guides were used to regulate the data collection process. This helped to collect relevant data as per the research design and purpose.

3.8 Data Management Methods

Qualitative data from audio-recorded In-depth Interviews and Key Informant Interviews were transcribed word-for-word. This helped to achieve easy analysis and allowed to search and code the data effectively. Transcription was conducted manually.

3.9 Data Analysis

Qualitative data arising from individual in-depth semi-structured interviews were analyzed using thematic analysis. Recurring themes emerging from the collected data

were identified and coded and these were later used for drawing conclusions and interpretations.

Qualitative data collected from key informant interviews were first transcribed before being analyzed using Thematic Analysis. Analysis was done manually by identifying the recurring themes and grouping them together.

Data collected from Key Informant Interviews was also, at first, transcribed verbatim. Then, the transcribed data were analyzed by use of Thematic Analysis.

Table 2: Summary Of Methodology

Research question	Data to be collected	Data collection tool	Data analysis technique
1. To establish how stakeholders have contributed to the implementation of community participation policy in rural public primary schools in Lilongwe district, Malawi.	Assessment of significance of stakeholder involvement	Key informant and in-depth interview guides.	Thematic analysis
2. To assess what community participation policy has achieved in terms of intended objectives in the rural public primary schools in Lilongwe District, Malawi.	Assessing achievement of objectives.	Key Informant and in-depth interview guides	Thematic analysis
3. What challenges are encountered in the implementation process of the community participation policy in rural public primary schools in Lilongwe District, Malawi?	Implementation challenges encountered.	In-depth interview guide (semi-structured questions)	-Thematic analysis - Qualitative data coding

3.10 Study Limitations

The study will limit its scope to the implementation of the said policy in the areas stated, rather than the urban setting. This means no generalization of findings will be made across all primary schools in Malawi regardless of location.

3.11 Research Dissemination Strategy

The purpose of a research dissemination strategy is to effectively communicate and share research findings with the intended audience or stakeholders (Neuman, 2014). By design, the study would be disseminated by collaborating with stakeholders such as policy makers, education sector experts and community organizations.

3.12 Ethical Considerations

Schutt (1996) noted that voluntary research participation is an ethical requirement. The researcher obtained an introductory letter from the University of Malawi, as well as consent letters from the Ethical Committees and gatekeepers at the District Education Office and the concerned schools. Participants were informed that the study was for academic purpose only. As such, participation was voluntary, and their identities were kept concealed. They were also informed that their participation would have no impact on their job, business or anything to do with their lives.

3.13 Risks associated with the study

The study did not pose any serious risks because the concept of community participation was not a new phenomenon and due diligence was done in order to avert any possible environmental and social impacts on the study population. However, lack of technical knowledge by some research subjects, in the realm of education, might have affected the contributions from the community stakeholders involved in interviews. These were the SMC and PTA chairpersons who were mostly semi-literate. This required top-notch interviewing skills from the researcher, to mitigate the risks.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter presents the research findings, analysis and interpretation on the assessment of the implementation of Community Participation Policy in rural public primary schools. To achieve a better analysis, this chapter is sub-divided into sections, with each discussing thematic areas and sub-themes as informed by the research objectives. The first part presents two table matrices depicting various stakeholders that are involved in the implementation of Community Participation Policy in the rural public primary schools. One table matrix is for stakeholders engaged in in-depth interviews and the other one is for the stakeholders who participated in Key Informant Interviews (KIIs). This is followed by a comprehensive discussion on how the community participation policy is implemented by focusing on a number of themes and sub-themes generated.

Since the study was purely qualitative in nature, it had to involve some purposively selected participants for an interview, aimed at gaining an in-depth insight pertaining to the concept of implementation of Community Participation Policy in the rural public primary schools in Malawi's education system. A total of 24 respondents were identified for In-Depth Interviews and 3 were for Key Informant Interviews (KIIs). These included: senior teachers, head teachers, primary education advisors, School Management Committee chairpersons, Parent Teacher Association chairpersons, and the Director for Education, Youth and Sports (DEYS). As Nel (2017) postulates, "employing a multi-stakeholder approach in community participation, is a sure way of achieving sustainability and effectiveness of community work and projects." However, the DEYS was not available on the day of interview. Instead, the Principal Education Officer was engaged and he provided the much-needed information from

an expert point of view. Similarly, out of the targeted 4 PEAs for the interviews, only one was interviewed. Another PEA delegated his Assistant Coordinator (ACO) who provided very rich information in the interview. The ACO represented Chiseka zone where participants were drawn from two schools, namely Chiseka and Nkhukwa primary schools. This means the initial requirement of 4 PEAs was revised to 3 PEAs since two sampled schools fell under one educational zone called Chiseka. A PEA for Ching'ombe zone availed herself for the interviews. This is where Ching'ombe Primary School was identified. The other PEA for Kanthulu Zone where Chisiyo school is located was not available as he was engaged with other official duties. There was no delegated official from his office, either. However, the absence of some respondents did not compromise the quality of data as saturation point was still reached with the interviewed respondents.

Table 3 below presents a list of community stakeholders who are involved in community participation in rural primary schools and were available for the in-depth interviews.

Table 3: Participants For In-Depth Interviews

Serial number	Categories respondents	of Number planned interviews	of Number actual interviews	of Percentage (%)
1	Senior teachers	12	12	100
2	Head teachers	4	4	100
3	SMC Chairperson	4	4	100
4	PTA Chairperson	4	4	100
	Total	24	24	100

To gain a balanced view of the study findings, the study also employed Key Informant Interviews as another way of collecting data. The interviews targeted the Primary Education Advisors (PEAs) and the Director for Education, Youth and Sports

(DEYS). These respondents were deliberately identified by virtue of being custodians, interpreters and key implementers of education policies. They are the ones who communicate government policy statements to all other stakeholders, hence their perceived technical expertise.

Table 4: Participants For Key Informant Interviews

Table 4 below shows members of the senior education management at zonal and district level, directly involved in implementation of community participation policy in rural public primary schools.

Serial number	Categories respondents	of Number planned interviews	of Number actual interviews	Percentage (%)
1	Primary Education Advisors (PEAs)	3	2	67
2	Director for Education, Youth and Sports (DEYS)	1	1	100
	Total	4	3	75

4.2 The role of various stakeholders in the implementation of community participation policy in rural public primary schools

The study found that various stakeholders are involved in the implementation of community participation policy. The stakeholders that were frequently mentioned included: students, parents, chiefs, members of the mother group, teachers, head teachers, members of the Parents-Teachers Associations (PTAs), members of the School Management Committees, and the Primary Education Advisors (PEAS). When asked as to which stakeholders were more actively involved than others in community participation, 18 out of 24 respondents for In-Depth Interviews mentioned the head teacher, SMC chairperson, PTA chairperson and the Group Village Heads.

Nevertheless, 9 out of the 12 interviewed senior teachers interviewed indicated that the head teacher, as a central figure in community participation, mostly engaged the SMC chairperson when there was something that needed involvement of the community. This finding contradicts both Arnstein's and Pretty's Ladder of Participation which asserts that all critical community stakeholders need to be taken on board in the management of development projects and institutions as a way of making the most of their contribution (Pemba, 2019). One headteacher argued that resources for running a primary school are hard to come by and community members help fill these resource gaps. Leaving everything in the hands of government would mean exposing students to poor quality of education. These sentiments are consistent with the objectives of the Malawi Education Sector Investment Plan which advocates for the active engagement of the community level structures such as the Parents Teacher Associations and School Management Committees in the running and management of public primary schools (GoM, 2020). Efforts are made by the government and its partners to ensure that community participation is implemented as intended in government policies and strategies, such as the Community Participation Policy. In this regard, one head teacher indicated that the SMC chairperson at his school was trained by JICA [Japanese International Cooperation Agency] in the management of development initiative and he was doing a commendable job at the school. This meant other players, other than the school administrators, were significantly contributing to the effective implementation of the community participation. In this case, the training by JICA had actually translated into effective community participation as evidenced by the competency levels demonstrated by the SMC chairperson who made sure that children have begun to strongly love school. Another head teacher boasted that, through the arrangement of community participation, parents have managed to construct an office using expensive iron sheets. While agreeing with other respondents on the type of community stakeholders involved, the only Primary Education Advisor (PEA) interviewed argued that the village chiefs are the only group of stakeholders that wield much power to make the final decision on issues. This finding is in sharp contrast with the Ladder of Participation as espoused by both Sherry Arnstein and Jules Pretty. For instance, in the 8-level Arnstein' Ladder of Participation, Levels 1 to 3 entail that there is high level of partnership, delegated power, and citizen control types of citizen participation where participants are able to influence decisions in the development process (Pemba, 2019).

The PEA was quick to state that, under normal circumstances, all stakeholders are expected to be equally active in the school activities. Nonetheless, some stakeholders, including members of the Mother Group as well as parents, were sporadically mentioned as being involved in school activities that require stakeholder participation. This means, this section of community stakeholders is less involved or not engaged altogether. This reflects Level 4 to 8 in Arnstein Ladder of Participation, which is associated with non-participation and tokenism (Pemba, 2019). This reveals that some headers exercise discretion to decide who to involve or not in the management of the schools. It was further established that mere teachers are less involved in issues of community participation. As one SMC chairperson had this to say:

Generally, when I come to the school on a burning issue, I meet the head teacher. Then we inform the village chief about the issues so that he/she can inform his or her subjects for their involvement.

However, an interview with some senior teachers revealed that they are involved to some less extent. Their involvement comes with limited information about the protects and activities in the school and how plans have been made to execute them. One senior teacher had this to say:

“Yes, I am aware that the community is involved in our school activities. Sometimes, we are just asked to collect money from the pupils on behalf of the SMC members.

We simply give them [SMC] the money without any knowledge as to what the moneys are used for.”

This finding reveals that some key stakeholders are not fully involved in the implementation of community participation policy when it comes to some activities undertaken at the school level. There is an implied understanding that community participation can be achieved without active involvement of some groups of stakeholders.

4.2.1 How various stakeholders are involved in community participation

The study revealed that involvement of various stakeholders depends on the nature of activity and project at the school. When the school plans to implement a development

project such as construction of a school block or a toilet, it mainly involves the School Management Committee, The Parents Teachers Association and the villagers' chiefs around the school. Other duties include carrying out maintenance of the school infrastructure, and procurement of items related to the school projects. The head teacher is the common denominator in the involvement of these stakeholders. Much as the head teacher plays the role of an all-rounder in the different committees and community groups engagements, chairpersons for some committees like School Committee have self-perception of having authority and decision-making powers on various school activities. As one SMC said authoritatively:

“During SMC meetings, the headteacher is my secretary. Together with the head teacher, we members of SMC make sure that we decide on how best we can develop the school which falls under our charge.”

This statement, made by an SMC Chairperson, demonstrates a sense of dutifulness and dedication to the execution of school activities by the community stakeholders.

It was also revealed that the Mother Group plays an important role in the school. Mother Group is tasked with the responsibility of handling matters concerning the girl child in the school. This includes following up on them [female students] when they are absenting themselves from school, as well as providing counseling services to them. It was also noted that the mother group does not work in isolation. Once they identify needs in the school, they liaise with the PTA committee and the PTA members contact the parents of the concerned children to ask for provision of resources, including sanitary pads. Malawi Government's National Guidelines for Board of Governors for Secondary Schools in Malawi emphasizes the importance of including the Mothers Group in the running of schools. For instance, it is observed that the Mother Group is so critical to handling challenges that affect a girl child in attaining quality and uninterrupted education, such as early pregnancies, menstrual health, among others (GoM, 2022a). The Primary Education Advisor who was interviewed, argued that the PTA committee is regarded as the mother body among all community stakeholders working in rural primary schools. Justifying his line of argument, he said this is the committee that addresses teachers' needs, mending broken relationships between teachers and parents, explaining to parents whenever examinations results are deemed unsatisfactory due to, for instance, absenteeism of

teachers. The PTA committee resolves emergent conflicts between parents and teachers, arising from various issues such as a teacher whipping a child. Some more sticky issues are taken to the Primary Education Advisor when need arises. An interview with one PTA chairperson revealed that their committee plays an important role of engaging with learners and their parents on other aspects of school management. It was noted that there are many issues that are raised during PTA meetings, including asking parents to help deal with absenteeism and pupils' late coming to school. Parents are engaged by means of PTA meetings. In a study entitled "Malawi Education Sector Analysis", it was established that key issues that beset the rural public primary school include large class sizes, overaged children in classes, inadequate resources and high absenteeism, among others (GoM, 2019). These are some of the issues which require involvement of the parents. Some senior teachers interviewed also indicated that they play an important role of checking students' behaviour by engaging their parents. One senior teacher pointed out:

" There are times we realise that a particular student is always coming to school very late. When we ask them, they claim that they are required to do household chores first. We advise them to do the chores as early as possible so that they come to school in time. If the problem persists, we take an initiative to meet their parents even right in their homes. That was, the problem is addressed."

Another senior teacher observed that whenever parents are asked to pay the user fees which amounts to a maximum of Mk1000 as directed by government, they make the contributions without any hesitation or reservations. She added that, aside the community members, some organizations bring development projects to the school. She cited an example of Press Trust which had constructed a classroom block project at the school. Still, the community members were asked to contribute construction materials like sand; those who could not manage to bring sand were asked to just pay money for the same purpose and the amount was Mk500. This finding was consistent with what one SMC chairperson said that their school is running a project implemented by MEREP, whereby chiefs are soliciting money from their village subjects for buying sand to be used in the project. This means that community participation makes it easy for other school development players like Non-Governmental Organizations to make their contribution to the institution through the community's supportive role. It would, therefore, be safe to argue that community

participation policy acts as an incentivizing tool for government, and suchlike private sector players, to bring development to the school.

This shows that a number stakeholders take different roles in ensuring that the community participation policy gets operationalized in one way or the other. From the findings, it is clear that the level of involvement in the implementation of community participation policy is determined by the role and position held by an individual. The head teacher is found in virtually all activities that require community involvement since they are mandated to play an oversight role in the general management of the primary school, both on- and off-campus.

Community members are also involved in improving school attendance of children from the communities. The PTA committee members, led by the chairperson come to the school to talk to the students on the issue of late-coming and/or absenteeism from school. The PTA members use school gatherings including assemblies to address the pupils. The head teacher for one school said that it is very hard to imagine management of a school without the involvement of the community stakeholders. He said that at his school, community members help with keeping guard of the trees within the premises from being cut down by unknown people. They also protect the facilities from being vandalized. He also revealed that development partners like NEXGEN encourage morning greetings as one way of addressing increased cases of absenteeism and lateness. Parents, as community stakeholders, support this programme by escorting their children or helping them cross busy roads. He was of the view that head teachers should be on the frontline in ensuring communities are engaged as much as possible. He recalled that there once came white people with a sports-related project and they wanted a piece of land for the project. The head teacher allocated the land within the school boundaries but this was after inviting the village chiefs to witness the whole process. This was one sure way of encouraging the chiefs to provide security to the sports facility constructed.

4.2.2 Involvement of community stakeholders in decision making over school management activities and projects

The study found that the current arrangement of taking communities as integral partners in the running of running primary schools, is so evident and pervasive in a number of school activities. It became clear from the interviews that decision making does not rest only with school authorities. Communities are taken on board during the decision-making process. According to the Community Participation Model, some of the key elements of community involvement include to contribute, collaborate and co-create (McIntyre et al., 2014). The model helps understand why it is imperative for school authorities to galvanize key community stakeholders in various projects and crucial decision-making processes. Whenever, the school plans to undertake a particular course of action or project work, the head teacher calls key stakeholders including the village chiefs, SMC members, PTA members and Mother Group members. Where need be, parents are called to deliberate on very important decisions before they get implemented. This is evidence enough that indeed, community members are involved in decision making. One senior teacher pointed out that community involvement in decision making happens even at parent-teacher level. Whenever it is observed that a particular child is a perpetual late comer to school, teachers make an initiative to call the parents and decide together on what to do to stop the tendency of getting to school late. This view was corroborated by other senior teachers and even heads as one senior teacher added:

“On issues of school dropout, absenteeism, and late-coming to school, we call parents to chart the way forward. This can be on teacher-parent level. Sometimes, we just inform the head teacher to meets the parents. We also see mother group, SMC chairperson and PTA chairperson coming to help make decisions on these issues.”

However, it was also observed that some parents choose not to come to meet the teachers whenever an issue is raised about their children. Reasons for such a turn of events include parents’ frustrations with their children’s notorious behavior, lack of interest by parents who are generally illiterate and don’t appreciate the importance of school, and an uninformed belief that it is not their responsibility to check on their children’s behaviour at school.

In the same context, one head teacher said that communities are closely involved in the school activities, adding that without them, some activities would be a flop. He cited an example of a school feeding programme which the school initiated. At the introduction stage of the school feeding programme, there was kitchen to be used for that purpose. He called the parents in the company of the SMC and PTA chairperson, to discuss how they could move forward. The parents volunteered to ferry bricks from the ruined and collapsing old teachers houses to be used for construction of the kitchen. The parents also promised to take part in the whole construction process of the kitchen. This was a project that was partly funded by means of a School Improvement Plan. One PTA chairperson said that to keep school feeding programme running, parents are asked to cultivate maize and soya in the fields and also to bring firewood and cook porridge for the students. From the look of things, it is very clear that community participation is on course, with multiple stakeholders involved. As indicated in the kitchen construction project, the school authorities, the community members, and the government who provide School Improvement Grant (SIG) have been brought into a triangular relationship that sees the community participation policy being implemented.

Another head teacher pointed out that decision making on how to utilize the School Improvement Grant (SIG) is done by involving many stakeholders, including the community members. These include chiefs, SMC members, and even learners' council. This was confirmed by other respondents including the Principal Education Officer. The head teacher went further to state that when items are procured using School Improvement Grant, they display all the procurement details for every interested party to see. He added that he makes sure the SMC and PTA members are trained so that they understand what the community participation policy entails.

Speaking on behalf of the Primary Education Advisor for Chitseka zone, Assistant Coordinator (ACO) identified a number of other equally important community stakeholders. apart from the commonly identified SMC, PTA and Mother Group committees, he also talked of the Village Development Committees (VDC) and Area Development Committees. He pointed out that in a school setting, the SMC committee is the one that plays a greater role in school activities while VDC takes a low-profile. He said that SMC, once elected, are supposed to be trained before they start to oversee different school activities that require community involvement. When

asked how the SMC members are identified, the ACO said that this remains the responsibility of the parents from the surrounding community. Selection of these members is done in the presence of school authorities including the Primary Education Advisor (PEA).

4.3 Achievement of objectives as espoused in the community participation policy

The Community Participation Policy outlines a number of objectives that need to be achieved. The Key Informant Interviews indicated that the Ministry of Education has put in place effective mechanisms to ensure that objectives of the Community Participation Policy are being implemented successfully and achievements are being registered. An interaction with the Principal Education Officer, speaking on behalf of the DEYS, revealed that the policy in question is an effective guiding tool in community involvement as far as the running of public primary schools is concerned. He had this to say:

“Previously, the government was procuring teaching and learning materials and supplied through the Supplies Unit. But now government is giving direct funding to schools in form of School Improvement Grant (SIG). The funds are disbursed to a school through a School Improvement Plan (SIP) which is crafted by involving community stakeholders including village chiefs, SMC members, PTA members, Mother Group members and Village Development Committee members, among others.”

The Principal Education Officer went further to point out that if the District Education Office notes that stakeholders were not involved, School Improvement Grant (SIG) is not approved because that is deemed as a complete departure from the Community Participation Policy. This practice is consistent with Objective number 9 in the policy which states that detailed school improvement plans are developed and agreed by all stakeholders for the participation of communities in their management of their primary schools. Critical analysis of the Ladder of Participation from Jule Pretty’s perspective, shows that effective management of community-based institutions, be it public or private, requires close engagement of the community stakeholders (Grace &

Grace, 2021). As a matter of illustration, level 6 and 7 in Pretty Participation Ladder provide for “Interactive Participation” and “Self-mobilization” respectively. On the one hand, interactive participation entail joint responsibility for defining and achieving goals, analysis, and stakeholder development. On the other hand, self-mobilization means independent initiatives, external agents invited in, local control of resources and outcomes. In the context of management of School Improvement Grant, local structures are involved as a matter of policy directive. Anything that smacks of deviation from this practices is met with severe questioning by education authorities.

On his part, the Assistant Coordinator (ACO) observed that community participation policy has indeed brought about a remarkable improvement in school management. Parents are the key source of locally available materials that are used in successful implementation of school projects and these include sand and bricks. By taking along the community stakeholders cultivates an environment of mutual trust between the school administrators and the general community. In so doing, the ACO observed, speculations that revolve around suspected abuse of funds, are avoided. This observation suggests that sustainability of community participation rests on continued trust that communities have over the school authorities. By closely involving community representatives in an open manner guarantees the community support, hence promotion of education in the rural primary schools. This agrees well with what the Principal Education Officer argued:

“If we realise that School Improvement Plan has been drafted without stakeholders’ input, we reject it outright and demand that it should be redone.”

It was also revealed that the community participation policy is closely linked to other positive outcomes like increased enrollment. The Primary Education Advisor shared statistics for one school. It was noted that at some point the said school had a total enrollment of as low as 384 despite it being a full primary school. When community stakeholders were engaged, the chiefs passed a by-law that if a parent fails to bring a child to school, he should not participate in any funeral ceremony for being an enemy of progress. Following this initiative, the enrolment rose to over 800 pupils by October, 2023. Critical examination of this scenario shows that parents started encouraging their children to go to school fearing these threats of not attending funeral ceremonies. This was viewed as a heavy sanctioned that could be exacted on a

subject since in the village people live a collective lifestyle and being denied participation in funeral rites meant that one would also be ignored by the fellow villagers when death strikes in their homes. It means the chiefs are a key player in community participation at school level by virtue of having power and authority.

By sticking to these policy guidelines, more notable achievements have been registered across the rural primary schools. Most head teachers and SMC chairpersons mentioned construction of toilets, offices, classroom blocks and improved management of schools in terms of students and teacher behaviour. Most teachers revealed that they are compelled to work hard and adequately attend to the learners since the PTA and SMC committee members enter the classroom to follow up on the quality of teaching and learning. They do so to avoid being taken to task by the community leaders that they are not teacher well and, in the end, it is the learners who benefit by getting quality education. It also came to light that the use of *Gule wa Mkulu* [The Big Dance under Chewa Nyau Cult] as well as Community Policing Forum effectively improves enrollment levels and results in a drop in late coming and absenteeism in schools. Children go to school in large numbers and very early fearing being punished by the *Gule wa Mkulu* roaming the villages in search for children who don't go to school. In terms of infrastructure development, it was noted that the SMC committee plays a crucial role in ensuring that projects are being implemented with the little resources available. One SMC chairperson revealed that in the school he serves, a school block is being constructed, funded by Plan Malawi. He went further:

“We were just told by Plan Malawi] that this is the little money we give you. Make sure you maximize it and produce something noteworthy.”

This is an expression of trust and confidence in the community members that they can be entrusted with the responsibility to implement a project that benefits the school and the community at large. It was interesting to learn from the SMC committee that they did the needful by buying 60 iron sheets for the classroom block project as demand by Plan Malawi, and were able to account for all the remaining iron sheets after the roofing phase was completed. This is testament to the dedicated spirit that communities demonstrate when serving their schools. They only hoped after thorough completion of the classroom block project, they would be able to move out of the church [prayer house] being used as a classroom for lack of a proper classroom space.

This is also indicative of the power and potential of community participation policy in ensuring that development gaps are being filled more easily. One PTA chairperson also indicated that their involvement has gone a long way in maintaining cordial relationships among teachers, parents and their children. Whenever, pupils complain that they are not be taught adequately, the PTA committee informs the head teacher and the issue is resolved peacefully and effectively. He believed that without the involvement of his committee in handling such issues, children and parents would be beating teachers for professional misconducts.

Another head teacher revealed that previously before the policy came into force, the school was regarded as being solely in the hands of the head teacher and his or her teachers. This is no longer the case as the communities realise that they have a stake in the running of school, and that its very success depends on how much effort they contribute to the school. In his words he believes that cooperation with communities has many benefits as he argued:

“ *‘Mukachuluka manja, mumanyamula mpanda owola’ (there is safety in numbers).*”

This shows that even school managers believe that collaboration with members of the community make the running of schools easier than it was the case previously. It can be observed that the sentiments by head teachers and other senior education authority show total support for the policy while some mere teachers have some reservations. As already observed, some mere teachers feel the community stakeholders do interfere with their sphere of work and professional duties.

When reference is made to the Ladder of Participation, level 4 to 6 emphasizes the need to involve the communities in the running of the education institutions, in this case, the primary schools. The Ladder of Participation identifies three types of participation which include: functional participation in level 4, interactive participation in level 5, and self-mobilization in level 6. The study has revealed that key stakeholders, including the education authorities have attempted to ensure that Community Participation Policy is on the right track. For instance, the Principal Education Manager made a revelation as follows:

“Apart from the School Improvement Grant provided by the government, the government gave a waiver that parents should be contributing towards school development fund. It is stipulated that the contribution amount should not be more than Mk1000.00. This money is used for production of examinations and other activities.”

It was also revealed that the contributions have a blessing of various stakeholders including chiefs, PTA members and SMC members. It was, thus, concluded that the Community Participation Policy underpins development projects in the primary schools with regard to the development of education. The Principal Education Officer argued that community participation is one of the important tools for achieving Malawi 2063. He was of the view that to achieve Human Capital Development as espoused in the Malawi 2063, there is need to fully operationalize Community Participation Policy. This is in line with Malawi 2063 which states that: “Our vision... aspires to foster youth-centric inclusive wealth creation and self-reliance” (GoM, 2020b).

The study has also found that there is, generally, smooth transition as newly elected members of different committees take over upon expiry of term of office. This was confirmed by some headteachers and one SMC chairperson who argued that when a new committee is identified, they make deliberate efforts to ask for advice and direction from old timers who have institutional memory regarding how school-community partnerships work.

4.3.1 *How different stakeholders get motivated to participate in school-based activities*

The study has established that a number of approaches are used to ensure full and voluntary participation. It was found that parents are called to meetings through the Parents Teachers Associations to be briefed on the various activities being undertaken in the schools. For schools that run school feeding programmes, women help with the preparation of porridge which pupils eat at designated time spaces. The women taking part in preparation of food are informed that the work is voluntary. Again, whenever there is a construction project, members of the community feel they are duty-bound to

take part as they regard this as their own development. This is consistent with Chikazinga (2021) who argues that participation should be considered as the process through which stakeholders influence and share control over the policy initiatives and the decisions which they make. The self-motivation arises from the realization that it is their own children who would benefit from the good education services, hence need to take part. One head teacher also indicated that parents and other community stakeholders are driven by the need to ensure their children are learning in non-hazardous environments. When the cholera outbreak was announced by the government, the head teacher and other relevant committee leaders, called parents to deliberate on the way forward as to how the outbreak can be contained without disrupting learning. To avoid putting the children at health risk, they agreed with parents that the fast-food business (like selling fritters and cakes) should be stopped. They also agreed to hire a toilet cleaner so that learners should not be exposed to the cholera in the course of cleaning the toilets. The manner in which cholera outbreak was handled was similar across a number of schools that fell under the study. The approach adopted in managing Cholera outbreak was more or less the same in all the schools under study as confirmed by a couple of respondents. Communities were on the forefront working hand in hand with the school authorities to ensure the learning environment is safe for the children. It can safely be concluded that this was the case for almost all schools that were hit by cholera outbreak in Lilongwe Rural Education District. The aim was to ensure learners were protected from contracting the disease. All these solutions were arrived at upon considering the welfare of their children. This simply means, when proper procedures are followed to engage communities, it is very easy to cultivate the spirit of willingness and motivation to be an integral part of the school management.

4.4 Challenges encountered in the implementation process of community participation

The study found that implementation of the community participation policy faces a number of challenges. This compromises its very intended objectives from fully coming into fruition. Most SMC chairpersons and headteachers said that they struggle to meet the cost demands of some school projects. These projects include construction

of an office block, classroom block or toilets. When they go to the education offices to ask for assistance in the planned development, the education office pushes them back by arguing it is the sole responsibility of the community-based committees to ensure that the said projected are implemented. However, this approach by the education authorities reveals a serious abrogation of duty as effective community involvement means considering the community stakeholders and critical partners rather than leaving a bigger chunk of responsibility in their hands. Pemba (2019) points out that the true meaning of the Ladder of Participation is to make community stakeholders active partners in development work and service provision who, at times, exercise semi-autonomous powers where rendering their hand to civic duties. For instance, while Arnstein's participation ladder supports partnership, delegated power and citizen control, Pretty's typology provides for interactive participation and self-mobilization as ways and means to optimize community participation. One SMC chairperson had this to say:

"Sometimes, we visit the education offices to ask for their assistance in the construction of an office block. They tell us that it is the responsibility of the community. We just leave it [after losing hope]. They have, however, promised to construct a two-classroom block. We just hope they will live by their promise."

This study finding shows that there is no proper coordination and well-structured working relationship between the government which drafted the community participation policy on one hand, and the community stakeholders who are expected to implement the community participation policy on the other hand. At one point, the government seems to abrogate its duty by denying responsibility of supporting community-initiated construction projects. At another point, they simply come to inform the community stakeholders about government plans to construct classroom blocks, without outlining the implementation procedure and the role that will be played by the community stakeholders. Along the same line of argument, one senior teacher faulted the government for disbursing what she called peanuts as money for School Improvement Plan (SIP). The School Improvement Grant that, according to her, amounts to a meagre Mk3,666,000, meant to meet some school operational costs and projects, is too little to produce something worth appreciating. Adding to that, she said, the ceiling set by government for parents to pay a paltry Mk1000 presents another drawback in terms of financing. This money is not sufficient enough to meet

the cost of producing examinations, pay cleaners and security guards, buy electricity and do some maintenance including broken doors. It was also found that some challenges arise as the community stakeholders and members of staff in the school interact. One PTA chair admitted that it is not easy to work with modern teachers who ignore your word of caution on certain things that are not being done right. He said that sometimes when the PTA members enter the classroom to do their job, they find teachers busy on the phone, leaving the students unattended to. When we advise then against this practice, they prove arrogant. When the Primary Education Advisor was informed about this tendency, there is no sign of change. However, the community still feels this tendency of taking a phone class compromises the quality of teaching and learning. This means that challenges emanate from within. This is a recipe for underachievement of the policy objectives. It is very clear that this Community Participation Policy cannot be fully executed if there is lack of consensus and clash of interests among stakeholders, including teachers and parents. One head teacher had a similar observation when he said that some community members misunderstand their role as they think they are the owners of the school. He gave an example of unpalatable statements from some community members, such as:

“You are not natives from this community, this school belongs to us. You shouldn’t be blocking us from doing what we want about the school.”

This is, perhaps, where the yawning gaps in terms of community awareness about their actual roles come out very clear. It is obvious that no serious efforts have been made to ensure that every stakeholder understands their respective roles to avert a possible overstepping of one’s mandate and clashing on others’ interests.

It was also found that the voluntary nature of the community role is a source of discouragement to other members of various committees. This view was shared by a number of respondents who observed that most members of the community feel discouraged whenever they realise there are no direct benefits for themselves. To some community members, improving the learning environment does not translate into direct benefits, hence their being demotivated to take leading roles. Malawi Government’s Malawi Education Sector Analysis of 2019 also made similar observation. It found that the level of community participation indicate the “value of education” attached and participation is regarded as having a high opportunity cost for

low-income families and the benefits are uncertain to such families (GoM, 2019). One senior teacher made a similar observation, further pointing out that the members of the community view this as a mere waste of their time. It was also observed that the hard-working members of the community-linked committee are discouraged by their colleagues, thereby rendering the community-led activities poorly implemented. Another senior teacher observed that the major problem is lack of the spirit of service by some community members who believe someone else, and not them, is much more responsible to take care of certain community tasks. Most often, it is the committee chairpersons who are active while their members are attending to personal issues. This means that there is lack of understanding on the real benefits of community contribution in the schools beyond the monetary benefits that most members of the community would be expecting as compensation for taking part in school activities. Another senior teacher corroborated these findings by arguing that:

Some parents come; others don't come. While some claim to be busy, others are simply reluctant to participate in school activities requiring community participation. As we speak, there is an office construction project and there is slow progress. This tendency affects timely completion of projects.

The Assistant Coordinator (ACO), Speaking on behalf of the PEA, revealed that community participation faces multiple challenges at all levels. Despite the Community Participation Policy making community participation mandatory, compelling all duty bearers like head teachers to implement it at all cost, some parents prove uncooperative. When asked to come to the school to attend to some important issues, some show up while others don't, for no apparent reason. When probed further, it emerged that some parents feel frustrated with management of funds as some committee leaders do not produce convincing financial reports. In more surprising situations, it was found that some committee members decide to shun their responsibilities when they feel that they are wasting their precious time doing these community roles in the school. citing an example, he said:

"Sometimes, you may have a committee of 9 members duly constituted but, in the course of their term of office, only 2 active members remain active. This makes it hard to share the workload among the remaining active members so as to balance with personal engagements."

This study finding raised interest as to why duly elected members of committees drop out of community service along the way. Further prompters revealed that, apart from lack of mutual trust between school authorities and communities, such members have initial expectations of benefits, only to realise that the work is purely voluntary. The ACO further pointed out:

During meetings, members expect a bottle of fanta or some money for buying soap. If this doesn't happen, they get put off.

In the words of the PEA engaged in the study, he made a more scathing remark that in the educational zone under his charge, most community leaders do not see the need of prioritizing education since most of them are illiterate. Instead, they would rather train their children in farming as a source of livelihood and survival. Failure to appreciate the importance of school compromises potential contribution of the community members towards the running of the rural primary schools. The words from the PEA resonate well with what other respondents said by suggesting that most community members lack awareness of the importance of contributing towards the running of the schools. This argument was confirmed by a number of respondents, including senior teachers, PTA and SMC chairpersons and even the ACO.

School activities that hinge on community participation require concerted efforts since it is the community that is expected to provide for the resources. When there is lack of will and buy-in on the part of community members, such school activities are bound to fail, hence poor implementation and underachievement of the Community Participation Policy objectives. It was also established that other challenges include the lack of trust between school authorities and some key members of the community, and even among the community members themselves. Some community members suspect that the funds contributed by parents are misappropriated by the schools' head teachers and the SMC or PTA chairpersons. Sometimes, when some community members holding committee positions are perceived to be too close to the school administrators, others suspect something fishy is going on. Even some members of the SMC and PTA committee suspect that their committee chairpersons connive with head teachers to squander funds mobilized from the community. As such, slowly but surely, the committee members withdraw their active participation, thereby scaling down the community participation initiatives. One SMC chairperson confessed:

“The SMC committee which we succeeded faced a challenge at the completion of a project. They were providing a [project] report but the stakeholders questioned the truthfulness of the report.”

This incident shows that lack of trust among stakeholders as to how the school projects and other activities are being run, poses a great challenge to the implementation of the Community Participation Policy. Another SMC chairperson also indicated that lack of trust is one major stumbling block to full realization of community participation in the primary schools. Adding weight to what others already pointed out, the SMC chairperson had this to say:

“For example, we have been given 2.4 million Kwacha as SIG [School Improvement Grant] for this year to implement School Improvement Plan (SIP). When we call people to brief them on the breakdown, they refuse to believe us. They say the funds can’t be that too little and that we have diverted some funds into our pockets. Even chiefs feel that we and the head teacher embezzle the money. Parents think that the head teacher manipulates us to present wrong expenditure breakdowns to hoodwink them [parents]”

However, the suspicions on abuse of funds, are not entirely baseless. One SMC chairperson explained about the previous committee that got disbanded following strong signs of abuse of funds. They were just collecting School Development Funds without anything to show for it. In the same vein, the study also revealed that such suspicions of abuse of funds are prevalent in many schools. At one school, violence ensued, instigated by parents upon learning that the School Management Committee called a meeting to raise the School Development Fund. Parents came and told their children to resist any plans to adjust the School Development Fund. In no time, ugly scenes followed as pupils started pelting stones at the school. Younger pupils who did not understand well the whole issue, went to the roads demonstrating and climbing on moving vehicles. Eventually, two young pupils were run down by the cars and died on the spot. This whole thing emanated from mistrust among stakeholders. Parents thought the SMC members and school administrators were adjusting the funds with an aim to abuse more funds contributed by the parents. This exposed another challenge facing implementation of community participation policy. Critical analysis shows that

the problem arises due to poor communication and feedback mechanism regarding school activities that require community participation.

One headteacher observed that community participation policy faces some challenges due to misunderstanding of some education policies by the community members. He cited an example of the policy which states that school uniform is not compulsory and that primary school education is free. Some parents misunderstand these policies by assuming that the school will provide everything for their children's education, including writing materials. This explains why it is highly challenging to convince community members to take voluntary roles in promoting education in the primary schools. More so, this explains why some community-based committees including SMC and PTA committees that work with school, face the problem of apathy when it comes to actually doing their work. Some members feel the school is so self-sufficient since it is a government institution.

On whether such challenges are associated with structural inefficiencies, the study found that there is lack of a harmonized implementation plan, communication strategy and feedback mechanism laid down by the government. One SMC chairperson suggested that the government is supposed to find ways and means of communicating to the community on their expected roles in as far as their involvement is concerned in the school-based activities. The study. Therefore, revealed that the challenges are indeed partly linked to structural inefficiencies. The Principal Education Officer cited political interference. He posited as follows:

“If the development project is brought by someone from a particular party, the community doesn't support it. There is a feeling of ‘siwathu uyu’ (he or she doesn't belong to our political camp).”

This means that there are no deliberate mechanisms aimed at regulating school projects and various other activities to make them apolitical and free from undue pressure and interference from other stakeholders who may be looking for an opportunity to advance their agenda. The Principal Education Officer argued that for every agenda to be successfully implemented, it requires proper guidance, proficiency mechanisms, and also putting in place effective approaches for achieving school management through community participation. The study has revealed that such well-established systems are missing and, thus, affect the implementation of community

participation policy. One senior teacher pointed out that there is lack of enforcement mechanisms to ensure that all relevant community stakeholders are fully involved in the management of primary schools. She argued that there is visible lack of coordination between the school and the general community. This entails that the head teacher chooses who work with. This development explains why there are widespread suspicions that the school authorities and some committee members abuse the funds solicited from the members of the community. This arises due to the lack of strong structures that foster transparency and accountability and sustain the trust of community stakeholders. The PEA weighed in by suggesting that the challenges indeed arise due to the structural inefficiencies. He argued that when community leaders are not cooperative, it becomes challenging for teachers to make the children love school. Such an observation entails that there has to be a school-community structure that expresses complementary roles among the various stakeholders.

4.5 Ways of addressing the Community Participation Policy implementation challenges to achieve better results

The participants made a number of suggested solutions that can help address the challenges that rock the implementation of community participation policy. One SMC chairperson argued that the various development committees should be highly inclusive whereby all key stakeholders are well represented. It shouldn't be the SMC chairperson and head teacher being active but every stakeholder. What the SMC Chairperson said is in line with Kaunda (2005) who argues that community members' involvement in school governance promotes teacher and student attendance and provides a mechanism that supports school quality and strengthens accountability between schools and communities. He gave an example of a World Bank-funded project at the school which he works with. He was asked to take charge of the development project yet there was already another committee formed. The duplication of duties for the two parallel committees sounded so confusing and conflicting. Worse still, the other committee had no representation of parents as key stakeholders, yet it was assigned the role of handling any project-related grievances. The SMC chairperson was of the view that project committees should be harmonized, pulling in the same direction and should have all stakeholders well represented, including the

parents. This is a sure way of ensuring that there is sufficient buy-in from local structures in the management of public primary schools in the rural areas of Malawi. The SMC chairperson made a further suggestion that government, through their representatives should be coming to explain on the breakdown of the School Improvement Grant (SIG) to the community stakeholders. Citing an example, he said:

“We need to be clear. For example, this amount is allocated to sports, this to children welfare, and so on and so forth. Doing so will help minimize distrust and suspicion.”

The sentiments by the SMC chairperson exposed a gap that needs to be filled by the government, and that was to do with strengthening communication lines and feedback mechanisms to foster a sense of trust and cordial working relationship among stakeholders. In so doing, the implementation of community participation policy would receive massive support from all relevant stakeholders.

Taking her turn, one senior teacher pointed out that implementation of the community participation policy would be successful if and when deliberate efforts were made to foster cordial working relationship among teachers, students and parents. She was of the view that development projects would not be a challenge if all these parties understood the essence of owning and taking care of school development projects. She suggested the need to sensitize the community on importance of having a good school in their community, taking good care of it and respecting those that are working at the school. These views revealed that lack of healthy working relationships between the school staff members and the community stakeholders is one of the reasons why implementation of community participation policy gets highly challenged. The study also exposed lack of healthy working relationships pose a serious threat to the school performance as student become unruly and untamed. This compromises the general discipline that is one of the key pillars to academic performance. Sounding very concerned, she said:

“With good relationship, the community will see the importance of school, and the teachers will also work happily. As it is, teachers are afraid to handle students. For example, we are afraid to turn the latecomers back home. You never know how parents will react.”

It is equally observed in the National Guidelines for Board of Governors for Secondary Schools in Malawi that involving local community stakeholders is a proven effective way of improving service provision in public education institutions (GoM, 2022a). This, therefore, calls for the need to come up with better ways of strengthening community participation policy implementation strategies.

When probed further on how best to address this challenge, she echoed the sentiments of one SMC chairperson by saying that there is need for government to rise to the occasion by finding ways and means of strengthening relations among stakeholders in order to restore and sustain the trust that is usually absent whenever there is an issue of school activities that require community involvement. The senior teacher who expressed her views with reference to a fracas that ensued at her school resulting in death of two pupils, believed that such incidents would be avoided if and when government steps in to foster good working relationships. One interview quoted a respondent as saying that government should consider devolving more powers to the community especially on the user fees that parents pay as part of funds to be used in the management of schools. He was of the view that community stakeholders should be given freedom to agree how much to contribute as user fees based on the needs rather than government directives on contribution ceilings. It was found that the Mk1000 contribution goes into a number of budget lines including examinations production, PTA project activities, among others. This renders the money too inadequate to meet most school needs. Sounding so frustrated, one SMC chairperson found the current system of disbursing School Improvement Grants wanting. There are instances when funds are returned back to government instead of being put to the intended use. This means some budget lines fail to see light of the day due to structural challenges and money goes back to government at the expiry of the mandatory expenditure period. This finding is a sharp contrast to the commitment made by Malawi Government as evidenced in 2022 Transforming Education Summit National Consultations Malawi Report (GoM, 2022b). It is argued therein that Malawi Government should redouble resource mobilization efforts, reprioritize the fiscus, review legislation to eradicate leakages and enforce accountability in education spending, among others. This means government remains a key player, particularly in the area of education financing. The senior teacher argued further that, in order to be more effective, it would be better if the government was buying the materials by itself

and just distribute them to the schools. This would allow the school authorities and its various community-oriented committees to expend their energies on other equally important tasks in the running of the school.

Taking his turn, the Principal Education Officer pointed out that one of the best ways to promote community participation is through civic education of chiefs on how government works, how politics work and how government business is conducted. They should be aware of how combining the two leads to low development. The common belief among the community members “*if you have not involved us, it is not for us,*” means that efforts need to be made to maximally engage all key stakeholders. This argument is consistent with Kondalkar’s (2009) line of thinking, who posits that people tend to support what they help create. The Principal Education Officer’s line of thinking surely depicts village chiefs as key players in community participation. This is what one some head teachers also observed by arguing that chiefs are the final decision makers. Leaving them far from the decision-making circle is detrimental to implementation of community participation policy. One head teacher was of the view that community members should know their boundaries as far as their contribution to the school is concerned. This would help avert instances whereby some community stakeholders overstep their mandate by interfering with the head teacher’s roles. He said, in case the head teacher has just come in the school or new PTA or SMC committees have been constituted, it is important to ask the old timer members of staff to learn how the community behaves and reacts to issues requiring their contribution, whatever the form.

A senior teacher from another school, who doubles as assistant head teacher, argued that addressing implementation challenges in relation to the policy can be done by ensuring that a chain of communication is maintained among the key community stakeholders. She suggested that whenever there is an issue to be communicated, the School Management Committee should be used to talk to the chiefs and the chiefs should in turn talk to their subjects. She said that this approach is working in her school and there is total commitment on the part of the community stakeholders since information flows smoothly among them. Adding her views, a female PTA chairperson argued that in the school she works with, she speaks strongly during PTA meetings on the importance of realizing that the school belongs to them, and the parents are so receptive and understanding. From the interview with her, it was learnt

that women voluntarily come to cook porridge for their children, and community members contribute towards the School Development Fund, since they understand the roles that they have to play. In so doing the school is able to pay security guards who were hired by the PTA and SMC committees. From this, it can be concluded that good communication strategy is vital in as far as making community participation a success.

While agreeing with others on the need to sensitize community members on ownership and their responsibilities through chiefs, church leaders or political leaders, the Assistant Coordinator made other interesting suggestions. He argued that the members of SMC or PTA committees should be given opportunities to access loans for them to start business. He believed this would serve as a source of motivation to work hard. What the SMC chairperson said revealed the reasons why some members of different committees unceremoniously quit upon realizing there is no individual support and benefit. It is viewed that loans and other initiatives would be a source of extrinsic motivation for them to dedicate themselves to community service rendered at school level. This, coming from an Assistant Coordinator, who is supposed to interpret and communicate and implement the policy, is a sign of distress and admission that sustaining community cooperation is not an easy task. However, creating room for loans would be a complete departure from the core principles of the community participation policy which emphasizes on voluntarism. Community participation policy is founded on the spirit of voluntarism from the community stakeholders. More so, it would be another tall order imagine how a public primary school would facilitate access to such incentives. The Assistant Coordinator went further to suggest that use of coercion should be an option if objectives of community participation are to be realized. He had this to say:

“The Traditional Authorities should empower the village chiefs to issue a strong directive to their subject that they take part in school development initiatives rather than the subjects dictating the course of action. The T/A should establish by-laws like meting out punishments on villagers that fail to show commitment towards school development initiatives that require community participation.”

The SMC further suggested that the best performing village chief in the area of community participation in school activities, should be recognized and rewarded in a

very special way. This suggestion is similar to what the ACO pointed out about the need to find ways of motivating the community stakeholders to sustain their communities. Such a suggestion seeks to address challenges that come in form of some chiefs not showing any interest in community work. The study made a concrete suggestion that, despite it being a voluntary undertaking some form of incentivization of community stakeholders is key. This is a call for the need to revisit the manner in which the community participation policy was designed.

For the Primary Education Advisor, addressing the challenges is about mounting robust sensitization campaigns among the various stakeholders. In his view, community leaders (chiefs), and all committees working with the school should receive a special orientation conducted by the Primary Education Advisor (PEA). The 2019 Malawi Education Sector Analysis observes that there is currently no easy guidance for the education committee on community participation, and calls for a development plan that provides for some meaningful participation, and that the SMCs and PTAs should be trained and supported in localization of the school agenda (GoM, 2019). This shows that now stakeholders have come to realise that communities hold some key to improved education provision in the rural areas. The role of the head teacher is to remind these stakeholders on their role. He added that headteachers should strive to engage the communities in whenever decision is being taken requiring their attention. They should be involved right from inception phase of the decision. This should be accompanied by regular feedback on the activities, decisions and projects undertaken. He added that, the key members of communities should be allowed to implement some agreed upon courses of action. The PEA also gave an example of the Village Chief who can voluntarily come to the school to appreciate how students are learning. To him, this means that even in the PEA's absence, the school will still operate as smoothly as it is supposed to be the case since the chief is playing supervisory roles as well. What this means is that communities should be given some level of autonomous powers to execute some decisions. Overcontrolling the community stakeholders renders implementation of the Community Participation Policy somehow ineffective.

One PTA chairperson observed that the government should be realistic in setting ceilings for parents' contributions towards user fees. He said that a Mk300 examination contribution made by communities towards the school under his

influence, is far too little. He was quick to say, however, that raising it would also be a burden on some parents because many are struggling financially. He suggested that it would, therefore, be plausible enough for government to come in by shouldering the cost of producing examinations. He said, this will help make the writing of printed examinations sustainable and students will get used to printed examination papers before writing final standard 8 national examinations.

4.6 Chapter Summary

The chapter has presented the study results and a discussion of the findings. It has explored a number of issues based on the themes and sub-themes arising from the generated data. It has been established rural public primary schools are run in conjunction with community stakeholders. Objectives spelt out in the Community Participation Policy are, to a larger extent, being achieved. However, the implementation of the policy faces a litany of challenges. This compromises the quality and degree of community participation in the schools. This chapter has highlighted the most common challenges. At the very end, solutions for the challenges have been presented based on the interviews conducted through Key Informant Interviews and In-Depth Interviews.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

5.1 RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made:

The concept of community participation in the running of rural public primary school is a worthwhile initiative. The government and other stakeholders need to seriously iron out some implementation bottlenecks. For instance, the government need to make regular sensitization meetings with communities on the role that the community stakeholders are expected to take. This will help curb suspicions and resistance to take part in school activities. When the government authorities are seen to be stepping in to address the community members on stakeholder roles, it will go a long way to maximize the potential that communities have in scaling up the quality and access to education services in the rural areas.

In the same vein, the government needs to develop a harmonized approach to provision of feedback, accountability and transparency for all manner of activities that involve community members when it comes to running of the schools. Just as is the case with management of School Improvement Grant (SIG) which requires that school authorities come together with community stakeholders like chiefs and SMC member to develop School Improvement Plan, the same should apply to all other activities. The members of the community should be made aware of the established systems of feedback, accountability and transparency. This will go a long way to instill a sense of trust in the stakeholder and the implementation of the policy will receive the much-needed support to achieve the inherent objectives.

The study, therefore, recommends that the government should take the leading role in the implementation process of the community participation policy. As observed by

one SMC chairperson, people take seriously whatever government takes a leading role. Leaving too much responsibility in the hands of school administrators and community members, through the various committees, is a recipe for failure in the implementation process. Again, lack of a harmonized approach to community-led school activities creates room for comparison for among different communities. As such, some communities feel dissatisfied with the process once a comparison is made with their counterparts. The government should always play the refereeing role in school activities that require community participation.

5.2 CONCLUSION

5.2.1 Success registered in the implementation of community participation policy

This study has established that the government-sanctioned community participation policy receives massive support in as far as the running of rural primary schools is concerned. The policy has the blessing of education authorities and the entire government machinery. This has been evidenced by the introduction of various programmes whose successful implementation is premised on community members participation. Such programmes include procurement of goods and services for the primary schools through School Improvement Plan which is crafted by the school administrators together with community-based individuals and committees including SMC members, PTA members, and village chiefs.

Implementation of the Community Participation Policy also enjoys the support of various other members of the communities. The study has established that Gulewamkulu is used to coerce children to go to school, an initiative that helps to curb unnecessary absenteeism and late-coming to school by the children in the surrounding communities. Suffice to say that the study area is predominantly made up of the Chewa who practice the Gulewamkulu cult, which is mostly feared by the children. Similarly, in some communities, chiefs use Community Policing Forums to drive children to school whenever it is observed that absenteeism and late-going to school is on the increase. Again, the chiefs are at the center of development initiatives that are undertaken at school level. They are the ones who mobilize their

subjects to contribute material and financial resources towards development projects like construction of toilets and school blocks, just to mention some.

Parents and children also show support of the community participation initiatives. This is appreciated in the form of contributions made by parents through their children towards the School Development Fund. The Principal Education Officer revealed that parents' contributions are regulated by the government which gave a waiver to allow government contribute a maximum of Mk1000. In almost all interviews, it emerged that parents are willing to pay these contributions in order to help manage some of the school activities such as production of examinations. Critical analysis of the interview data has shown that parents understand the role they have to play in the running of the primary schools in order to achieve the quality and expected standards of the teaching and learning in the schools.

The study has also revealed that other stakeholders that are not given much opportunity to participate in the implementation of community participation policy, are more than willing and ready to ensure there is a streamlined implementation process. These include the mere teachers at school level. A review of the data showed that ordinary teachers, where senior or junior are not fully involved in the decision-making process. They are not, by design, involved in meetings with chiefs, and SMC members unless they are delegated by the head teacher to do so. This shows that the implementation process is selective in terms of who takes part or not. However, the teachers take initiatives on their own to ensure that the policy is being implemented. The interview data has revealed initiatives such as engaging parents right in their homes when a child is persistently getting late to school or absenting themselves from school.

5.2.2 Communication and feedback mechanism among key stakeholders in the implementation process of the community participation policy

The study established that there are issues to do with communication and feedback mechanisms that need to be looked into. All respondents agreed that the community participation policy is the best way of achieving effective management of schools. In the words of the Principal Education Officer for Lilongwe Rural Education Office,

there is need to adopt a holistic approach to the management of rural primary schools by sharing responsibilities between school authorities and members of the community. He went further to point out that involving members of the community helps cultivate a sense of ownership whereby the community perceive the running of the school as part of their responsibilities. He argued communities are guided by the belief: “if you have not involved us, it is not for us”. This is a call for duty bearers to ensure that community participation policy is fully and effectively implemented.

The study also revealed that lack of communication on the initiatives that require community participation is a reason why the implementation process of the community participation policy faces hurdles. Lack of proper explanations regarding certain initiatives raises suspicions on the part of stakeholders. This explains why some parents refuse to make financial contributions, some chiefs refusing to participate in school projects, and even some ordinary teachers refusing to collect school development funds on behalf of the SMC members, fearing a backlash from suspecting and angry parents.

It is also worth noting that the government, through Education Ministry, plays a key role in ensuring that community participation is being implemented. However, the study has revealed that there are certain implementation flaws that need to be revisited. As one SMC respondent observed, it would be better if government did not dictate on how School Improvement Grant should be spent. The community would have loved to be given the opportunity to choose their own priorities as they draw their School Improvement Plans (SIP). On the contrary, the government gives preplanned expenditure lines for the School Improvement Plan, a development that takes away the stakeholders’ freedom to choose what would suit their context. In the same vein, it was observed that community involvement is viewed as a new form of burden on the community stakeholders. communities, particularly parents and guardians are asked to pay some money to meet some school needs. This comes against the backdrop that government disbursed School Improvement Grant is too little and communities are supposed to come in to fill some existing gaps.

Feedback mechanisms has appeared to be another important area to be looked into. The interview data has revealed that parents, chiefs and other stakeholders get suspicious and become unwilling to participate whenever there is lack of transparency and accountability. Stakeholders want to get clear information on how their resources are utilized. Without clear feedback mechanisms, some stakeholders pull out and this affects the running of the school. the study has established a number of instances where some members of SMC committees quit, some chiefs not participating in the development initiatives and some parents refusing to pay school development funds, all due to lack of transparency and accountability on the part of duty bearers.

To sum up, the study has made a critical assessment of the implementation of community participation policy in public primary schools, with focus on four selected schools from rural areas in Lilongwe District. The subject raised curiosity and interest in the researcher following observations and, particularly, an incident that occurred in one of the rural primary schools where a demonstration by pupils, instigated by their parents, occurred. The demonstration led to death of two pupils who were runover by cars, a situation that drew the attention of many, including the researcher. The researcher embarked on a study with the aim of assessing how community participation policy is implemented, as a government-sanctioned guiding tool for community involvement in school management. Relevant literature was reviewed based on the study objectives that were developed from a qualitative approach. A corresponding methodology and research methods were aptly explained and all research findings were adequately discussed. In the final analysis, the study found that Community Participation Policy is being used in the rural public primary schools. However, there are variations in terms of the successes and failures that are registered. While some schools register success stories, others experience inactive community participation. The study has attributed these variations in implementation experiences, to some challenges that need to be looked into. When the challenges are addressed, the policy which has already borne fruits in some communities, will help achieve the government's education agenda.

5.3 Areas for further Research

The areas for further research would include the following:

- A number of studies have been conducted in the area of community participation in the context of management of rural public primary schools. Community involvement in schools has been linked with a number of benefits regarding the managerial outputs (The World Bank, 2007). Watt (2001) argues that accommodating the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement. Watt (2001) further notes, this positive correlation between community participation in schools and outcomes for students' schooling, and communities is confirmed by research from diverse settings including Latin America, North America, Sub-Saharan Africa and South-East Asia. It is interesting to observe that there is no study that has adequately addressed the question of effectiveness of community participation policy on the management of public primary schools. This study, therefore, proposes an area of study as in: "Assessing the effectiveness of community participation policy on the management of public primary schools."
- Rigorous research conducted in Malawi and beyond, over the years, reveals that community participation produces a multiplicity of positive impacts in the education sector (Hau, 2004). Hau (2004) further argues that Free Primary Education in Malawi was introduced in order to increase access to primary education. Promotion of access to and quality of primary education requires a combined effort from all stakeholders. Another study by Taniguchi & Hirakawa (2021) in Malawi's public primary and secondary school sector, it was observed that in high-achieving schools, but not in low-achieving schools, communities and parents were actively involved in events aimed at improving student achievement. However, the study established that it was not so clear that success of schools could be attributed to community involvement. Actually, there was a general understanding that school achievement varied with the type of school management style. A number of positive impacts have been documented regarding the contribution of stakeholder involvement in the

running of primary schools (NEP, 2016; GoM, 2020). Amidst such plethora of studies on community participation in the education sector, there is no any literature that has tackled the issue of community participation in relation to Malawi's just-recently-launched long-term development blueprint, code-named Malawi2063. This study proposes a study on: "Exploring the relevance of community participation policy as a tool for achieving Malawi 2023."

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APPENDICES

APPENDIX 1: INFORMED CONSENT FORM

Research purpose and procedures:

Good morning/afternoon. My name is Chimwemwe Nayeja. I am a student at the University of Malawi, pursuing a Master of Education in Policy, Planning and Leadership (MED-PPL). I am conducting a study entitled: **Assessing the implementation of community participation policy in public primary schools: The case of four selected public schools from rural areas in Lilongwe District.** To this end, I am seeking permission to interview your child.

Purpose and questions asked:

The questions that will be asked are for research purposes only. The data will be used for developing my research paper in partial fulfilment of the requirements for the Master of Education degree. The interview will take a maximum of 45 minutes. The process will involve asking questions and recording the responses from the interviewee.

Risks and discomforts of the research study:

I will take around 45 minutes to talk with your child about their views on: Assessing the implementation of community participation policy in rural public primary schools. If at any point they wish to skip a question, they may do so.

Voluntary Participation:

Your child's participation in this research is entirely voluntary. If you and them have agreed to participate in this study, they may still decide, during the interview, to stop or not answer a certain question. Whether or not you or them consent/assent to taking part will have no effect on you or your child's access to activities or services in your community, or elsewhere.

Potential benefit of the research study:

While your child would be given the opportunity to share their experiences, there would be no direct benefit to you or them. However, their contributions may help in

informing my study through the responses provided. There is no payment for taking part, nor is there any cost.

Alternative procedures:

Whenever necessary, I will ask for your permission to change the research procedure, including the way of asking questions. For instance, we may use a phone interview in case of interruption in our scheduled interview.

Provisions for confidentiality:

Your identity will remain strictly confidential. Assuredly, your name will not be shared with anyone outside the research team. Your name will only be recorded in the Consent Form, which will be kept separate from the interviews. I am asking to tape-record the interview so that I don't miss anything that you say. I will keep the audio tapes under lock and key or password-protected devices so that only the research team has access.

Research related injury:

In case of any injury arising from my interaction with you, there is no compensation made available. Nonetheless, I would like to assure you that the research does not have any envisaged potential harm to you or your interests. All the same, I will endeavor to minimize any potential injury to your personal life.

Voluntariness in participation and the right to discontinue participation without penalty:

Your participation in this research is entirely voluntary. If you have agreed to participate in this study, you may still decide during the interview to stop, or not answer a certain question. At no point will you be made to provide responses under duress. Whether or not you agree to take part, will have no effect on your access to activities or services in your community, or elsewhere.

Contacts for additional information:

In the event that you have pertinent questions about the research and research participants rights, and/or any research related injury, you can contact the following: The principal investigator's contact details: Chimwemwe Nayeja, Lilongwe TTC, P.O Box 40046, Kanengo, Lilongwe 3, Cell: +265 999 0035 01; and UNIMAREC

Chairperson contact details: Dr. Victoria Ndolo, Chairperson of University of Malawi Research Ethics Committee (UNIMAREC), P.O. Box 280, Zomba. Cell: +265 995 0427 60.

Do you agree to continue with the study? ☐ YES ☐ NO

Name of the respondent:

Age:

Male/Female:

Signature:

Date:

Name of the interviewer:

Signature:

Date:

THANK YOU!!

APPENDIX 2: INFORMED ASSENT FORM – INTERVIEWS WITH PARTICIPANTS UNDER THE AGE OF 18

Study Title: *Assessing the implementation of community participation policy in rural public primary schools: the case of four selected public schools from rural areas in Lilongwe District.*

Good morning/afternoon! my name is Chimwemwe Nayeja. I am a student at the University of Malawi, pursuing a Master of Education in Policy, Planning and Leadership. As part of my studies, I am conducting a study on the title: Assessing the implementation of community participation policy in rural public primary schools in Lilongwe District. To this end, I am seeking permission to interview you.

Purpose and questions asked:

Be assured that the interview is aimed at generating data to be used solely for research purposes. It is the wish of the researcher to get in-depth knowledge about community participation in the management of rural primary schools as guided by the community participation policy. The questions to be raised in the interview will focus on the research title and not otherwise. The interview will take us up to 45 minutes only. I will be recording the responses both on audio and in my notepad. Feel free to ask for clarification where necessary.

Discomfort and risk:

I would like to assure you that I have sought clearance from your parent/ foster parent/guardian, who has agreed to let me talk to you. Now, I would like to find out if you agree to participate in this study. I will take around 45 minutes to talk with you about the implementation of the community participation policy in the management of rural primary schools in the rural areas. Some of the questions asked in the interview may be sensitive to you or difficult for you to talk about. If you are not comfortable to respond to any of the questions, please let me know and your wish will be granted.

Benefits:

While you would be given the opportunity to share your experiences, there would be no direct benefit to you. However, your contributions may help in providing the most important data that will feed into my research project. There is no payment for taking part, nor is there any cost.

Voluntary participation:

Your participation in this research is entirely voluntary. If you have agreed to participate in this study, you may still decide during the interview to stop, or not answer a certain question. Whether or not you agree to take part will have no effect on your access to activities or services in your community, or elsewhere.

Interview:

We will have our interview at a place where privacy and confidentiality are guaranteed. You can as well suggest a place where you feel you will be very comfortable. The questions will revolve around the implementation of community participation policy in rural public primary schools and how it helps management of these schools. Apart from taking down notes, the discussion will be tape-recorded, but only if you agree to this. The tape will be kept in a safe place that can be accessed only by the researcher.

Confidentiality: Your identity would remain strictly confidential. Your name would not be shared with anyone outside the research team. Your name would only be recorded in the Assent Form, which would be kept separate from the interviews. I am asking to tape-record the interview only so that we don't miss anything that you say. I will keep the audio tapes under lock and key or password-protected devices so that only the research team has access.

Duration of participation: The interview will last about 45 minutes.

Whom to Contact

In the event that you have pertinent questions about the research and research participants' rights, and/or any research-related injury, you can contact the following: The Principal Investigator Contact details: Chimwemwe Nayeja, Lilongwe TTC, P.O Box 40046, Kanengo, Lilongwe 3, Cell: +265 999 0035 01; and UNIMAREC

Chairperson contact details: Dr Victoria Ndolo, Chairperson of University of Malawi Research Ethics Committee (UNIMAREC), P.O. Box 280, Zomba. Cell: +265 995 0427 60

Certificate of Assent

I have read the information above, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction. I assent voluntarily to be a participant in this study.

☐ Yes ☐ No

Do you agree that the interview will be tape-recorded?

☐ Yes ☐ No

Print Name of Participant:

Signature of Participant:

DD/MM/YYYY:

If the potential participant is illiterate, or has a visual or physical disability that means they are unable to complete the above form, a witness may respond to the following two statements, as directed by the potential participant:

I have witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given assent freely.

I have witnessed that the potential participant has agreed that the interview will be tape-recorded.

☐ Yes ☐ No

Name of Participant:

Thumb print of Participant:

Signature of Witness:

DD/MM/YYYY:

Statement by the researcher/person taking assent:

I have accurately read out the information sheet to the potential participant and, to the best of my ability, made sure that the participant understands the details of his/her participation.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving assent, and the assent has been given freely and voluntarily.

Name of Researcher/person taking the assent:

Signature of Researcher/person taking the assent:

DD/MM/YYYY:

APPENDIX 3: INFORMED CONSENT FORM – CAREGIVERS OF INTERVIEW PARTICIPANTS BELOW 18 YEARS

Study Title: *Assessing the implementation of community participation policy in public*

primary schools: the case of four selected rural public schools from rural areas

in Lilongwe district

Good morning/afternoon. My name is Chimwemwe Nayeja. I am a student at University of Malawi, pursuing a Master of Education in Policy, Planning and Leadership (MED-PPL). I am conducting a study entitled: Assessing the implementation of community participation policy in rural public primary schools: the case of four selected public schools from rural areas in Lilongwe district. To this end, we are seeking permission to interview your child.

Purpose and questions asked:

The questions that will be asked are for research purposes only. The data will be used for developing my research paper in partial fulfilment of the requirements for the Master of Education degree. The interview will take a maximum of 45 minutes. The process will involve asking questions and recording the responses from the interviewee.

Benefits: While your child would be given the opportunity to share their experiences, there would be no direct benefit to you or them. However, their contributions may help in informing my study through the responses provided. There is no payment for taking part, nor is there any cost.

Discomfort and risk:

I will take around 45 minutes to talk with your child about their views on: Assessing the implementation of community participation policy in public primary schools. If at any point they wish to skip a question, they may do so.

Voluntary Participation: Your child's participation in this research is entirely voluntary. If you and them have agreed that they can participate in this study, they may still decide during the interview to stop, or not answer a certain question.

Whether or not you or them consent/assent to them taking part will have no effect on your or your child's access to activities or services in your community, or elsewhere.

Interview: The interview would take place in a private environment. The interviewer would conduct the interview after making sure that your child is comfortable. We would ask them questions about: Assessing the implementation of community participation policy in public primary schools: The case of four selected public schools from rural areas in Lilongwe district. The discussion would be tape-recorded, but only if you and your child agree to this. The tape would be kept in a safe that could be accessed only by the researchers.

Confidentiality: Your child's identity will remain strictly confidential. Their name will not be shared with anyone outside the research team. Their name will only be recorded in the Assent Form, which will be kept separate from the interviews. We are asking to tape-record the interview only so that we don't miss anything that is said. We would keep the audio tapes under lock and key or password-protected devices so that only the research team has access. The only exceptions, both of which are rare, would be:

1. Personal information may be disclosed if required by law.
2. The Human Research Ethics Committee of the University may exceptionally require
personal data to respond to a formal complaint, or for a compliance audit.

Duration of participation: The interview will last about 45 minutes.

Whom to Contact:

In the event that you have pertinent questions about the research and research participants' rights, and/or any research-related injury, you can contact the following: The principal investigator Contact details: Chimwemwe Nayeja, Lilongwe TTC, P.O Box 40046, Kanengo, Lilongwe 3, Cell: +265 999 0035 01; and UNIMAREC Chairperson contact details: Dr Victoria Ndolo, Chairperson of University of Malawi Research Ethics Committee (UNIMAREC), P.O. Box 280, Zomba. +265 995 0427
60

Parent/ foster parent/court representative (“parent” hereafter) declaration:

I would like you to write your child’s name and approval for that child to participate in the study by signing or writing your name in the spaces provided below:

“I have been given an opportunity to ask any questions I may have, and all such questions or inquiries have been answered to my satisfaction. I am aware that whether or not I consent, my child retains the right to refuse to participate. I have been informed orally and in writing of whom to contact in case I have questions. I hereby consent to allow the child to participate in this study”.

Child’s Name: _____

Certificate of Consent

I have read the Information Sheet, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to the participation of my child in this study.

☐ Yes ☐ No

Do you agree that the interview will be tape-recorded?

☐ Yes ☐ No

Print Name of Parent:

Signature of Parent:

DD/MM/YYYY:

If the potential participant is illiterate, or has a visual or physical disability that means they are unable to complete the above form, a witness may respond to the following two statements, as directed by the potential participant:

“I have witnessed the accurate reading of the consent form to the potential participant's parent, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.”

☐ Yes ☐ No

I have witnessed that the parent has agreed that the interview will be tape-recorded

☐ Yes ☐ No

Name of Parent

Thumb print of Parent

Signature of Witness

DD/MM/YYYY

APPENDIX 4: STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT

I have accurately read out the information sheet to the parent of potential participant and, to the best of my ability, made sure that he/she understands the details of the minor's participation.

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by the parent have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Name of Researcher/person taking the consent:

Signature of Researcher/person taking the consent:

DD/MM/YYYY:

APPENDIX 5 : KALATA YA KUDZIWA NDI KUVOMELEZA KUTENGA NAWO MBALI MU KAFUKUFUKU

Zolinga Za Kafukufuku ndi ndondomeko yake:

Mulibwanji/mwaswera bwanji/ mwadzuka bwanji? Dzina langa ndine Chimwemwe Nayeja. Ndine ophunzira pa sukulu ya ukachenjede ya Univesite ya Malawi- (University of Malawi). Ndikupanga maphunziro a ukachenjede wa maphunziro, makamaka nkhani ya utsogoleri wabwino, ndondomeko zosiyananasiyana ndi madongosolo ena a za maphunziro (Master of Education in Policy, Planning and Leadership). Monga njira imodzi yokwanilitsila zofunika pa maphunzilowa, ndikupanga kafukufuku pa mutu oti: kuunikira za ndondomeko ya kugwilira ntchito limodzi ndi anthu a ku dera pa kayendetsedwe ka sukulu za pulayimale ku midzi: kafukufuku ochitika ku masukulu anayi ku madera a kumidzi mu boma la Lilongwe. Kotelo kuti mukupemphedwa kutenga nawo mbali pa kafukufukuyi.

Mafunso oti afunside komanso zolinga za kafukufuku:

Ndati ndikutsimikizileni kuti cholinga cha macheza anthu ndi kupeza nzeru zina zomwe zithandizile kafukufukuyi. Cholinga cha ine opanga kafukufuku ndi kukhala ndi chithunzithunzi chokwanira pa mutu wa kafukufuku wanga yemwe athandizile kukwanilitsa maphunziro anga a ukachenjedwe wa za maphunziro. Machezawa azatenga mphindi makumi anayi ndi mphambu zisanu (45 minutes). Machezawa tiwatepa komanso kulemba mu buku, ngati mungavomeleze kuti titelo. Ngati muli ndi funso, muzakhala ndi mwayi ofunsa pamene sipakumveka bwino.

Chiopsezo ndi kusakhutira kwina pa kafukufuyi:

Machezawa atenga mphindi makumi anayi ndi mphambu zisanu (45 minutes) zokha. Tikambilana zokhudza mmene ndondomeko yolimbikitsa kugwilira ntchito ndi anthu a ku dera ikuyendera pa kayendetsedwe ka sukulu za pulayimale m'madera a ku midzi. Mkutheke mafunso ena azakhala ovutilapo kuti inu muikepo ndemanga kapena kuyankhapo. Ngati mukuona kuti mafunso akupatsani jenkha, muzakhala ndi ufulu osapeleka yankho kapena ndemanga.

Phindu/ mphoto potenga nawo mbali

Sipadzakhala kulandila mphoto kapena kuthokozedwa kulikonse potsatila kakutenga mbali mmachezawa. Komanso, sikuti inu mulipila kalikonse potenga nawo mbali m'machezawa. Koma zimene muzanene zizathandizira koposa kuti zotsatila za kafukufuku zikhale za pamwamba. Zina mwa izo ndi phindu limene lizapezeke ku maphunziro ngati mfundo za kafukufuku zidzatsatidwa ndi akuluakulu a za maphunzo

Njira zina zopangila kafukufukuyi:

Pamene pakuyenera kusintha kachitidwe ka macheza anthu, musazadabwe tikusintha. Koma tizakupemphani chilolezo ngati zitafunika kutelo. Izi zitha kukhudzanso m'meme tingafunsile mafunso. Mwachitsanzo titha kukuimbilani foni pamene tikufuna mutifotokozele zinthu zina, kapena pamene macheza athu anayima kamba ka zifukwa zina.

Kusunga chinsinsi

Zindikilani kuti dzina lanu kapena chilichonse chokhudza inu chizasungidwa mwachinsisi. Dzina lanu silidzadziwika ndi wina aliyense kupatula ine, pokhudzana ndi kafukufukuyi. Dzina lanu lidzasainidwa pa pepala losonyeza kuvomeleza machezawa basi, koma pepalali lidzasungidwa mwapaderadera. Kutepa machezawa kuzangothandizila kuti chilichonse muzanene tizathe kuchigwilitsa ntchito. Macheza otepedwawa azasungidwa mosamalitsa kuti ine ndekha ochita kafukufuku ndizathe kuwafikila.

Chiopsezo chokudza Kamba ka kafukufukuyi:

Ngati muzapezeka kuti mukumva kulakwilidwa kamba ka kafukufukuyi, sipadzakhala chiwepeso cha mtundu uli onse. Komabe, mokutsimukizilani, kafukufukuyi sangabweletse vuto la mtundu uli onse pa inu kapena ntchito zanu. Izo zili choncho, ndidzayesetsa kuti pasakhale chiopsezo chili chonse pa inu.

Ufulu otenga mbali mu kafukufuku komanso mwayi osiyila panjira ngakhale macheza atayamba kale opanda kulandira chilango.

Kutenga mbali mu kafukufukuyi sikokakamiza ayi. Muli ndi ufulu kusiyila panjira machezawa ngakhale atati ayamba kale, kapena kusayankha mafunso ena kumene.

Sipadzapezeka mukukakamizidwa kuyankha mafunso. Kutenga kapena kusatenga mbali sikudzakhudza kapena kuchepetsa mwayi wanu wina uliwonse opindula ndi magawo aliwonse m’dera mwanu kapena kwina kulikonse.

Oyenera kuwafunsa pa Zina:

Ngati pali zina zoti mufunse zokhudza kafukufuyi, komanso za maufulu anu ngati otenga mbali pa kafukufuku, kapena zokhoma/zowawa zingadze Kamba kotenga mu kafukufuku, mutha kufunsa anthu awa: Ochita kafukufuku, mayi Chimwemwe Nayeja, Lilongwe TTC, P.O Box 40046, Kanengo, Lilongwe 3, Cell: +265 0035 01; komanso wamkulu wa bungwe la UNIMAREC, Dr. Victoria Ndolo, P.O Box 280, Zomba. +265 995 0427 60

Mwagwilizana nazo kuti macheza athu apitilire? ☐ Inde ☐ Ayi

Dzina la oyankha mafunso:

Zaka zakubadwa:

Mkazi/Mwamuna:

Kusayinira:

Tsiku:

Dzina la ofunsa mafunso:

Kusainira (siginetchala):

Tsiku:

ZIKOMO!!

APPENDIX 6: CHILOLEZO CHA MACHEZA NDI ANA OSAKWANA

ZAKA 18

Mutu wa Kafukufuku: *kuunikira za ndondomeko ya kugwilira ntchito limodzi ndi*

anthu a ku dera pa kayendetsedwe ka sukulu za pulayimale ku midzi: kafukufuku

ochitika ku masukulu anayi ku madera a kumidzi mu boma la Lilongwe.

Mulibwanji/mwaswera bwanji/ mwadzuka bwanji? Dzina langa ndine Chimwemwe Nayeja. Ndine ophunzira pa sukulu ya ukachenjede ya Univesite ya Malawi- University of Malawi (yomwe kale imatchedwa Chancellor College). Ndikupanga maphunziro a ukachenjede wa maphunziro, makamaka pa zokhudza utsogoleri wabwino, ndondomeko zosiyananasiyana ndi madongosolo ena a za maphunziro (Master of Education in Policy, Planning and Leadership). Monga njira imodzi yokwanilitsila zofunika pa maphunzilowa, ndikupanga kafukufuku pa mutu oti: ***kuunikira za ndondomeko ya kugwilira ntchito limodzi ndi anthu a ku dera pa kayendetsedwe ka sukulu za pulayimale ku midzi: kafukufuku ochitika ku masukulu anayi ku madera a kumidzi mu boma la Lilongwe.*** Kotelo kuti mukupemphedwa kutenga nawo mbali pa kafukufukuyi.

Cholinga cha kafukufuku ndi mafunso omwe azafunsidwe:

Ndati ndikutsimikizileni kuti cholinga cha macheza anthu ndi kupeza nzeru zina zomwe zithandizile kafukufukuyi. Cholinga cha ine opanga kafukufuku ndi kukhala ndi chithunzithunzi chokwanira pa kayendetsedwe ka sukulu za pulayimale ku midzi pogwilira ntchito limodzi ndi anthu a ku dera potsatila ndondomeko imene inakhazikitsidwa.

Mafunso amene muzafunsidwa azalunjika pa mutu wathu wa kafukufukuyi basi. Machezawa azatenga mphindi makumi anayi ndi mphambu zisanu (45 minutes). Machezawa tiwatepa komanso kulemba mu buku, ngati mungavomeleze kuti titelo. Ngati muli ndi funso, muzakhala ndi mwayi ofunsa pamene sipakumveka bwino.

Chiopsezo ndi kusakhutira kwina pa kafukufuyi:

Ndati nditsimikizile kuti ndapempha chilolezo kuchoka kwa makolo anu/ okusamalani, ndipo andipatsa mwayi ocheza nanu. Ndiye ndati ndifunse ngati muli okonzeka kutenga mbali mu machezawa. Machezawa atenga mphindi makumi anayi ndi mphambu zisanu (45 minutes) zokha. Tikambilana zokhudza mmene ndondomeko yolimbikitsa kugwilira ntchito ndi anthu a ku dera ikuyendera pa kayendetsedwe ka sukulu za pulayimale m'madera a ku midzi. Mkutheka mafunso ena azakhala ovutilapo kuti inu muikepo ndemanga kapena kuyankhapo. Ngati mukuona kuti mafunso akupatsani jenkha, muzakhala ndi ufulu osapeleka yankho kapena ndemanga.

Phindu/ mphoto potenga nawo mbali

Sipadzakhala kulandila mphoto kapena kuthokozedwa kulikonse potsatila kutenga mbali m'machezawa. Komanso, sikuti inu mulipila kalikonse potenga nawo mbali m'machezawa. Koma zimene muzanene zizathandizira koposa kuti zotsatila za kafukufuku zikhale za pamwamba.

Ufulu otenga kapena kusatenga mbali pakafukufuku

Kutenga mbali mu kafukufukuyi sikokakamiza ayi. Muli ndi ufulu kusiyila panjira machezawa ngakhale atati ayamba kale, kapena kusayankha mafunso ena kumene. Kutenga kapena kusatenga mbali sikuzakhudza kapena kuchepetsa mwayi wanu wina uliwonse opindula ndi magawo aliwonse m'dera mwanu kapena kwina kulikonse.

Mmene macheza akhalire

Machezawa tichitila pa malo odekha bwino, opanda wina otimvetsera. Chinsisi chizasungidwa bwino lomwe. Muli ndi ufulu kusakha malo otele amene inu muzakhala omasuka nawo.

Kwenikweni mafunso azalunjika pa m'mene ndondomeko ya kugwila ntchito ndi anthu a kudera imayendera pa kayendetsedwe ka sukulu za pulayimale. Kupatula kuti ndizilemba mu buku mayankho anu, machezawa tiziwatepanso ngati inu mupeleke chilolezo chotelo. Zotepedwazi zizasungidwa mosamalitsa kotelo kuti ndine ndekha opanga kafukufuku amene ndizamvera ndi kugwilitsa ntchito.

Kusunga chinsinsi

Zindikilani kuti dzina lanu kapena chilichonse chokhudza inu chizasungidwa mwachinsisi. Dzina lanu silidzadziwika ndi wina aliyense kupatula ine, pokhuzana ndi kafukufukuyi. Dzina lanu lidzasainidwa pa pepala losonyeza kuvomeleza machezawa basi, koma pepalali lizasungidwa mwapaderadera. Kutepa machezawa kuzangothandizila kuti chilichonse muzanene tizathe kuchigwilitsa ntchito. Macheza otepedwawa azasungidwa mosamalitsa kuti ine ndekha ochita kafukufuku ndizathe kuwafikila.

Kutalika kwa nthawi ya macheza: Mphindi zinayi ndi mphambu zisanu (45 minutes).

Oyenera kuwafunsa pa Zina:

Ngati pali zina zoti mufunse zokhudza kafukufuyi, kapena za mafulu anu ngati otenga mbali pa kafukufuku, kapena zokhoma zingadze kamba kotenga mbali mu kafukufuku, mutha kufunsa anthu awa: Ochita kafukufuku, mayi Chimwemwe Nayeja, Lilongwe TTC, P.O Box 40046, Kanengo, Lilongwe 3, Cell: +265 0035 01; komanso wamkulu wa bungwe la UNIMAREC, Dr. Victoria Ndolo, P.O Box 280, Zomba. +265 995 0427 60

Kutsimikizila za kuvomeleza kutenga mbali mu kafukufuku

Ndikutsimikiza kuti ndawelenga zonse zili mwambazi, kapena andiwelengela momveka bwino. Mwayi ofunsa mafunso ndinapatsidwa ndipo mafunso amene ndinafunsa ayankhidwa momveka bwino lomwe. Ndikuvomeleza kutenga nawo mbali mu kafukufuyi

☐ inde ☐ ayi

Mukuvomeleza kuti machezawa tiwatepe?

☐ inde ☐ ayi

Dzina la otenga mbali mu kafukufuku: _____

Kusainila kwa otenga mbali (siginetchala): _____

Tsiku/mwezi/chaka: _____

Ngati otenga mbaliwo sadziwa kulemba ndi kuwelenga, kapena ali ndi mavuto a kupenya kapena ma ulumali ena, zomwe zifunika kuti athandizidwe kulemba ndi kusainila, mboni kapena owayimilira atha kuthandiza poyankha ndi kusayinila pamusipa motele:

“Ndikuchitila umboni kuti ndawelenga momveka bwino kalata yopempha chilolezo cha kafukufuku, mmalo mwa otenga mbali mu kafukufuku. Otenga mbaliwanso anali ndi mwayi ofunsa mafunso pa nkhani ya kafukufuyi. Nditsimikizilenso kuti otenga mbaliwa avomela kutelo mwaufulu wawo, osati mokakamizidwa.

Ndachitila umboni kuti otenga mbaliwa avomeleza kuti machezawa atepedwe.

☐ inde ☐ ayi

Dzina la otenga mbali mu kafukufuku:

Chidindo cha chala cha mkombaphala cha otenga mbali: _____

Kusainila kwa mboni ya otenga mbali mu kafukufuku

Tsiku/Mwezi/Chaka

Ndemanga yochoka kwa ochita kafukufuku komanso ovomeleza kutenga nawo mbali mu kafukufuku:

Ndawawelengela momveka bwino otenga mbali mukafukufuku uthenga ofunikila kuti apange chiganizo chovomeleza kapena ayi. Ndaonetsetsa kuti otenga mbaliwa amvetsetsa zonse bwino lomwe.

Ndikutsimikiza kuti otenga mbali mu kafukufukuyi anapatsidwa mwayi ofunsa mafunso okhudza kafukufukuyi, ndipo mafunso onse anayankhidwa moyenera ndi

momveka bwino. Nditsikizenso kuti otenga mbaliwa sanakakamizidwe kuti avomeleze kutenga mbali, koma kuti achita izi mwakusankha kwawo.

Dzina la ochita kafukufuku/ opeleka chilolezo cha otenga mbali:

Kusainila kwa ochita kafukufuku/ opeleka chilolezo cha otenga mbali:_____

Tsiku/Mwezi/Chaka: _____

**APPENDIX 7: CHILOLEZO CHA KUTENGA NAWO MBALI MU
KAFUKUFUKU – OWAYANG’ANIRA OMWE AKUTENGA NAWO MBALI
MU KAFUKUFUKU AMENE NDI OSAKWANA ZAKA KHUMI, ZISANU
NDI ZITATU (18)**

Mutu wa Kafukufuku: kuunikira za ndondomeko ya kugwilira ntchito limodzi ndi anthu a ku dera pa kayendetsedwe ka sukulu za pulayimale ku midzi: kafukufuku ochitika ku masukulu anayi ku madera a kumidzi mu boma la Lilongwe.

Mulibwanji/mwaswera bwanji/ mwadzuka bwanji? Dzina langa ndine Chimwemwe Nayeja. Ndine ophunzira pa sukulu ya ukachenjede ya Univesite ya Malawi- University of Malawi (yomwe kale imatchedwa Chancellor College). Ndikupanga maphunziro a ukachenjede wa maphunziro, makamaka pa utsogoleri wabwino, ndondomeko zosiyananasiyana ndi madongosolo ena a za maphunziro (Master of Education in Policy, Planning and Leadership). Monga njira imodzi yokwanilitsila zofunika pa maphunzilowa, ndikupanga kafukufuku pa mutu oti: kuunikira za ndondomeko ya kugwilira ntchito limodzi ndi anthu a ku dera pa kayendetsedwe ka sukulu za pulayimale ku midzi: kafukufuku ochitika ku masukulu anayi ku madera a kumidzi mu boma la Lilongwe. Kotelo kuti mukupemphedwa kutenga nawo mbali pa kafukufukuyi.

Cholinga cha kafukufuku ndi mafunso omwe azafunsidwe:

Ndati ndikutsimikizileni kuti cholinga cha macheza anthu ndi kupeza nzeru zina zomwe zithandizile kafukufukuyi. Cholinga cha ine opanga kafukufuku ndi kukhala ndi chithunzithunzi chokwanira pa kayendetsedwe ka sukulu za pulayimale ku midzi pogwilira ntchito limodzi ndi anthu a ku dera potengera ndondomeko imene inakhazikitsidwa.

Mafunso amene muzafunsidwa azalunjika pa mutu wathu wa kafukufuku basi. Machezawa azatenga mphindi makumi anayi ndi mphambu zisanu (45 minutes). Machezawa tiwatepa komanso kulemba mu buku, ngati mungavomeleze kuti titelo.

Phindu/ mphoto potenga nawo mbali:

Sipadzakhala kulandila mphoto kapena kuthokozedwa kulikonse potsatila kutenga nawo mbali m'machezawa. Komanso, sikuti inu kapena mwana wanu muzalipila kalikonse kamba koti mwana wanu watenga nawo mbali m'machezawa. Koma zimene mwana wanu azanene zizathandizira koposa kuti zotsatila za kafukufuku zikhale za pamwamba.

Chiopsezo ndi kusakhutira kwina pa kafukufuyi:

Machezawa atenga mphindi makumi anayi ndi mphambu zisanu (45 minutes) zokha. Tikambilana ndi mwana wanu zokhudza m'mene ndondomeko yolimbikitsa kugwilira ntchito ndi anthu a ku dera ikuyendera pa kayendetsedwe ka sukulu za pulayimale m'madera a ku midzi. Mkutheka mafunso ena azakhala ovutilapo kuti inu muikepo ndemanga kapena kuyankhapo. Ngati mukuona kuti mafunso akupatsani jenkha, muzakhala ndi ufulu osapeleka yankho kapena ndemanga.

Ufulu otenga kapena kusatenga mbali

Mwana wanu azatenga mbali mu kafukufukuyi mosakakamiza ayi. Ngakhale inu ndi mwana wanu mwavomeleza kale kutenga mbali, mwana wanu ali ndi ufulu kusiyila panjira machezawa ngakhale atati ayamba kale, kapena kusayankha mafunso ena kumene. Kutenga kapena kusatenga mbali sikuzakhudza kapena kuchepetsa mwayi uliwonse wa inu kapena mwana wanu wina uliwonse opindula ndi magawo aliwonse m'dera mwanu kapena kwina kulikonse.

Mmene macheza akhalire

Machezawa tichitila pa malo odekha bwino, opanda wina otimvesera. Chinsisi chizasungidwa bwino lomwe. Mwana wanu azakhala ndi ufulu kusankha malo otele amene iye azakhala omasuka nawo.

Kwenikweni mafunso azalunjika pa m'mene ndondomeko ya kugwila ntchito ndi anthu a kudera imayendera pa kayendetsedwe ka sukulu za pulayimale. Kupatula kuti ndizilemba mu buku mayankho anu, machezawa tiziwatepanso ngati inu mupeleke chilolezo chotelo. Zotepedwazi zizasungidwa mosamalitsa kotelo kuti ndine ndekha opanga kafukufukuyi amene ndizamvera ndi kugwilitsa ntchito.

Kusunga chinsinsi

Zindikilani kuti dzina la mwana wanu kapena chilichonse chokhudza iye zidasungidwa mwachinsisi. Dzina la mwana wanu silizaziwika ndi wina aliyense kupatula ine, pokhuzana ndi kafukufukuyi. Dzina lake lizasainidwa pa pepala losonyeza kuvomeleza machezawa basi, koma pepalali lizasungidwa mwapaderadera. Kutepa machezawa kuzangothandizila kuti chilichonse adzafotokoze tizathe kuchigwilitsa ntchito. Macheza otepedwawa azasungidwa mosamalitsa kuti ine ndekha ochita kafukufuku ndizathe kuwafikila. Ngati pali kuthekela kogawana ndi ena zokhudza macheza athuwa, izi zitha kuchitika kamba ka zinthu izi, zomwe sizichitikachitikanso kawilikawili:

1. Ngati lamulo latikakamiza kuti tiwulule zokhudza kafukufukuyi
2. Ngati bungwe la UNIMAREC (The Human Research Ethics Committee of the University), loyangana za ndondomeko zabwino za kafukufuku ku sukulu ya ukachenjedwe ya UNIMA, lalandila dandaulo kuchoka kwa inu. Apa adzafunika kuti amveleko momwe tinachezela.

Kutalika kwa nthawi ya macheza: Mphindi zinayi ndi mphambu zisanu (45 minutes).

Oyenera kuwafikira pa mafunso ena:

Ngati pali zina zoti mufunse zokhudza kafukufukuyi, kapena za mafulu anu ngati otenga mbali pa kafukufuku, kapena zokhoma zingadze kamba kotenga mu kafukufuku, mutha kufunsa anthu awa: Ochita kafukufuku, mayi Chimwemwe Nayeja, Lilongwe TTC, P.O Box 40046, Kanengo, Lilongwe 3, Cell: +265 0035 01; komanso wamkulu wa bungwe la UNIMAREC, Dr. Victoria Ndolo, P.O Box 280, Zomba. +265 995 0427 60

Ndemanga ya kholo/ kapena oyimila kotha la milandu:

Mukupemphedwa kulemba dzina la mwana wanu ndi kutsimikizila kuti mwana wanu atenga nawo mbali mu kafukufukuyi. Muchita izi posainila kapena kulemba dzina lanu mmusimu:

“Ine ndinapatsidwa mwayi onse ofunsa mafunso, ndipo mafunso onse ayankhidwa momveka bwino. Ndikudziwa kuti ngakhale ndivomele kapena kusavomela, mwana

wanga ali ndi ufulu okana kutenga nawo mbali mu kafukufukuyi. Ndadziwitsidwa kudzera uthenga wapakamwa ndi olembedwa za omwe ndingathe kuwafikila ngati pali mafunso ena. Chifukwa cha ichi, ndavomela kuti mwana wanga atenge nawo mbali mu kafukufuku ameneyi.”

Dzina la mwana otenga mbali:

Kutsimikizila za kuvomeleza

Ndikutsimikiza kuti ndawelenga zonse zili mwambazi, kapena andiwelengela momveka bwino. Mwayi ofunsa mafunso ndinapatsidwa ndipo mafunso amene ndinafunsa ayankhidwa momveka bwino lomwe. Ndikuvomeleza mopanda kukakamizidwa kuti mwana wanga atenge nawo mbali mu kafukufuyi

☐ Inde ☐ Ayi

Mukugwilizana nazo kuti machezawa atepedwe?

☐ Inde ☐ Ayi

Dzina la kholo la mwana: _____

Kusayinila kwa kholo (siginetchala): _____

Tsiku/Mwezi/Chaka: _____

Ngati otenga mbaliwo sadziwa kulemba ndi kuwelenga, kapena ali ndi mavuto a kupenya kapena ma ulumali ena, zomwe zifunika kuti athandizidwe kulemba ndi kusainila m’mwamba, mboni kapena owayimilira atha kuthandiza poyankha ndi kusayinila pamunsipa motele:

Ndikuchitila umboni kuti ndawelenga momveka bwino kalata yopempha chilolezo cha kafukufuku, m’malo mwa otenga mbali mu kafukufuku. Otenga mbaliwanso anali ndi mwayi ofunsa mafunso pa nkhani ya kafukufuyi. Nditsimikizilenso kuti otenga mbaliwa avomela kutelo mwaufulu wawo, mosakakamizidwa.

☐ Inde ☐ Ayi

Ndachitila umboni kuti otenga mbaliwa avomeleza kuti machezawa atepedwe.

☐ Inde ☐ Ayi Dzina la kholo la mwana: _____

Chidindo cha kholo la mwana cha chala cha mkombaphala:

Kusayinila kwa mboni (siginetchala):

Tsiku/Mwezi/Chaka: _____

Ndemanga yochoka kwa ochita kafukufuku komanso ovomeleza kutenga nawo mbali mu kafukufuku:

“Ndawawelengela momveka bwino makolo a omwe akutenga mbali mukafukufuku pazokhudzana uthenga ofunikila kuti apange chiganizo chovomeleza kapena ayi. Ndaonetsetsa kuti otenga mbaliwa amvetsetsa zonse bwino lomwe.

Ndikutsimikiza kuti kholo la otenga mbali mu kafukufukuyi anapatsidwa mwayi ofunsa mafunso okhudza kafukufukuyi, ndipo mafunso onse ochoka kwa kholo la otenga mbali mukafukufuku anayankhidwa moyenera ndi momveka bwino. Ndotsimikizenso kuti otenga mbaliwa sanakakamizidwe kuti avomeleze kutenga mbali, koma kuti achita izi mwakusankha kwawo.

Dzina la ochita kafukufuku/ omwe akupempha chilolezo:

Kusayinila kwa ochita kafukufuku/ opempha chilolezo:

Tsiku/Mwezi/Chaka: _____

APPENDIX 8: WORK PLAN

ACTIVITY	Oct-2023	Nov-2023	Dec-23	Jan-23
Data collection				
Audio data transcription				
Data analysis and interpretation				
Editing and proofreading				
Thesis submission				

APPENDIX 9: ITEMISED BUDGET

Item	Quantity	Unit cost (Mk)	Frequency	Amount (Mk)
Personnel research assistant	2	15,000	2	60,000
Travel to sites	-	10,000	2	20,000
Communication (airtime)	-	10,000	-	10,000
Soft drinks	27 bottles	500/bottle	1	13500
Stationery (writing pad, ream for plain papers and pens)	-	15,000	1	15,000
Other (UNIMAREC fee)	-	\$150 (Mk164,938.50)	1	164,938. 50
Sub total				283,438.50
10% of the budget	-	28, 343.85	1	28,343.85
Grand total				311,782.35

APPENDIX 10: DATA COLLECTION TOOLS

University Of Malawi

P.O Box 280

Zomba

August, 2023

Important Note:

Please note that this is only a guide to prompt your thinking and to open up the conversation with the Key Informant and In-depth Interview participants, respectively, about a number of important issues. Feel free to adapt the questions to the context and your respondent.

Key Informant Interview (KII) Checklist

FOR EDUCATION ADMINISTRATORS AT DISTRICT AND ZONAL LEVEL

Preliminary introductions to the respondent:

- Explain that you are conducting this interview as part of your studies for the Master of Education degree in Policy, Planning and Leadership, with focus on
- You were chosen for this interview because of your extensive knowledge in Management and Leadership pertaining to the running of Public Primary Schools in the rural areas.
- We hope you will agree to participate in this interview, which we expect will take about 30-45 minutes to complete. You can stop at any time of your choosing.

- All your answers will be held in confidence. The answers which you provide will only be used by the researcher and will be anonymized.
- Before I start, do you have any questions, or is there anything that I have said for which you would like further clarification?
- May I proceed with the interview?

Respondent identification

Date of interview: Day:..... Month:..... Year: 2023

Name of Key Informant:

Title/position:

Contact telephone:,

Gender of respondent:

Age of respondent:

Interviewer information

Name of interviewer: Chimwemwe Nayeja (Med/PPL/01/2022)

Title/ position: Student researcher

Question

Response

1. Which groups of community stakeholders are involved in the management of rural public primary school under your control?
 - a. Which ones are mostly involved in the school management? Why?

- b. Which ones are less involved in the school management?
Why?
 - c. How do you involve the community stakeholders in the management of rural public schools.

- 2. What have the community stakeholders contributed towards the implementation of community participation policy in the rural public primary schools in Lilongwe district, Malawi?
 - a. What specific roles do the stakeholders play in the implementation process?
 - b. How do you ensure that the stakeholders are taken on board in the management process of the rural public primary schools.

- 3. Do you feel the outlined objectives of community participation policy are being achieved?
 - a. What role do the community stakeholders play to ensure the objectives are achieved as intended?
 - b. Are the objectives stated in the policy meaningfully translating in involvement of community

stakeholders in the management of rural public primary schools?

4. What challenges hinder the implementation process of the community participation policy?
 - a. Are the challenges linked to structural inefficiencies? If yes, how?
 - b. How best can the implementation challenges be addressed to achieve better results?
 - c. How best can you maximize the potential role of community stakeholders in managing rural public primary schools?
 - d. What can be done to ensure that the good practices in community participation policy implementation are maintained and strengthened?

An in-depth interview guide for assessing the implementation of community participation policy in public primary schools

For head teachers, senior school staff (senior teachers), representatives of the Parents-Teachers Association (PTA) and the School Management Committees (SMCs).

Introduction

My name is Chimwemwe Nayeja. I am a student researcher pursuing a Master of Education in Policy, Planning and Leadership at the University of Malawi. I am collecting data towards a study entitled: Assessing the implementation of community participation policy in public primary schools: The case of four selected schools from rural areas in Lilongwe district, Malawi. I, therefore, humbly request you to participate in this study by responding to the questions that I will ask you. The information that you will provide will be treated with high levels of confidentiality and will not be used for any other purpose apart from the one I have just mentioned.

Student Researcher's name: _____

Date of Interview: _____

District: _____

Respondent's details

1. Name: _____ Sex: _____(M/F) Age: _____
(years)

2. Grade and position: _____

2. Length of service: _____

3. Highest academic qualification _____

Part A: Community stakeholder involvement in the management of public primary schools

4. Do community members take part in the management of rural primary schools in this area? If so, how?

a. at what level of decision making do you interact with the community stakeholders?

5. How have the community stakeholders contributed to the implementation of the community participation policy?

a. What has been the role of the community stakeholders in ensuring that there is good management of schools?

b. How have you managed to support the implementation process from a community context?

6. Has the community participation initiatives achieved the intended goals? If yes, what do you feel has been achieved?

a. Do these achievements relate to management of the school? If yes, in what way?

b. In what way does the implementation of community participation policy improve the management of rural public primary school?

Part B: Challenges associated with implementation of community participation policy

7. Are there any implementation challenges in respect of the community participation policy?

a. If yes, how do the challenges affect school management?

b. How do you feel these challenges can be averted?

APPENDIX 11: ZIPANGIZO ZOPANGIRA KAFUKUFUKU

University Of
Malawi

P.O Box 280

Zomba

September, 2023

Zoyenera kudziwa:

Zindikirani kuti mafunso mwapatsidwawa ndi ongoyambira chabe pamene mukucheza ndi ochita nawo kafukufuku. Muli ndi ufulu kufunsako zina zimene zikugwilizana ndi mutu wa nkhani mu kafukufukuyi.

Mafunso opita kwa a dindo (oyang'anira za maphunziro mu zoni ndi boma lonse)

Malo ndi kupempha chilolezo cha macheza:

- Choyamba fotokozani mwatsatanetsatane kuti kafukufu wanu ndi okhudza maphunziro anu a ukachenjeze maka pa nkhani za utsogoleri wabwino, ndondomeko ndi madongosolo ena oyendetsera maphunziro. Kafukufukuyi atsamira pa mfundo ya: Kugwilira ntchito limodzi ndi anthu a mu dera pa kayendetsedwe ka sukulu za pulayimale.
- Zindikirani kuti munasankhidwa kuti muchite nawo kafukufukuyi kamba ka ukadaulo wanu pa nkhani za kayendetsedwe ka maphunziro a m'sukulu za primary makamaka ku madera a ku midzi.

- Ndikhulupira ndinu okonzeka kutenga nawo mbali mu kafukufuku ameneyi. Machezawa atenga mphindi makumi anayi kapena asanu basi (40-50). Mwayi ulipo othetsa machezawa nthawi iliyonse ngati mungakonde kuti zitero.
- Mayankho anu onse azasungidwa mwachinsinsi. Ndipo mayankhowa azagwilitsidwa ntchito pa nkhani ya kafukufuku yokhayi basi opanda kuonetsa anthu ena.
- Tisanapitilire, pali mafunso ngati? Kapena chilipo chimene ndafokoza choti simunamvetsetse kuti ndifotokozelenso bwino?
- Tinttha kuyambapo macheza anthu tsopano?

Kudziwana ndi oyankha mafunso

Tsiku lochita macheza: Tsiku:..... Mwezi:..... Chaka: 2023

Dzina la oyankha mafunso:

Udindo:

Foni:,

Akazi/Amuna:

Zaka zakubadwa:

Zokhudza ofunsa mafunso

Dzina la ofunsa mafunsa: Chimwemwe Nayeja (Med/PPL/01/2020)

Udindo: ophunzira

Funso /Yankho

1. Ndi magulu ati a mudera lino omwe amatenga nawo mbali pakhani zoyendetsa sukulu za pulayimale za madera a kumidzi?
 - a. Pa magulu amenewa, ndi ati amene amatenga gawo lalikulu?

- b. Ndi magulu ati omwe satenga gawo lalikulu?
 - c. Magulu amenewa mumawagwilitsa ntchito motani pa kayendetsedwe ka sukulu za pulayimale?
2. Kugwila ntchito limodzi ndi anthu a ku dera kwathandiza motani powonetsetsa kuti ntchito za kayendetsedwe ka sukulu za pulayimale zikuyenda bwino kuno ku Lilongwe?
 - a. Ntchito zawo kwenikweni zimakhala zotani anthu a kuderawa pokwanilitsa ndondomeko yogwila ntchito ndi anthu a m'dera?
 - b. Mumachita chiyani pofuna kuonetsetsa kuti anthu a m'madera akutenga nawo mbali pa ntchito yoyendetsa sukulu za madera a kumidzi kuno ku Lilongwe?
 3. Mukuoneramo, zolinga za ndondomeko ya kagwilidwe ka ntchito ndi anthu a m'maderayi, zikukwanilitsidwa monga m'mene zimayenera kukhalira?
 - a. Anthu a m'maderawa amatenga gawo lanji pofuna kuti zolinga za ndondomekoyi zikukwanilitsidwa?
 - b. Mukaunguza, zolinga za ndondomekoyi zikuthandizadi kuti kugwilira ntchito limodzi ndi anthu a m'madera kuzichitika monga mufunira?
 4. Ndi mavuto anji omwe amakhuza kukwanilitsa zolinga za ndondomeko ya kagwilidwe ntchito ndi anthu a m'madera pa kuyendetsa sukulu za pulayimale.
 - a. Kodi mavuto amenewa akukhudzana ndi kufooka kwa magawo ena mu nkhani za maphunziro? Ngati ndi choncho, zimachitika motani?
 - b. Mavuto otelewa mkuthana nawo motani kuti zinthu ziziyenda bwino?
 - c. Ndi chiyani mungachite pofuna kuti anthu a m'dera athandizire kwakukulu pa kuyendetsa nawo sukulu za m'madera a kumidzi.
 - d. Ndi chiyani choyenera kuchita pofuna kuonetsetsa kuti zimene zikuyenda kale bwino zipitilire kutelo?

Mafunso a kafukufuku okudza ndondomeko yokhudza kugwilira ndi ntchito ndi anthu a m'dera pa kayendetsedwe ka sukulu za pulayimale m'madera a kumidzi

Kafukufuyi akupangidwa ndi mphunzitsi wamkulu pa sukulu, aphunzitsi a maudindo oyan'ganira azawo, oyimilira bungwe la apunzitsi ndi makolo, komanso bungwe la chitukuko pa sukulu.

Malonje ndi kupempha chilolezo cha kafukufuku

Dzina langa ndine Chimwemwe Nayeja. Ndikuchita kafukufuku okhudza maphunziro anga a za ukachenje wa maphunziro, makamaka pa utsogoleri wabwino, ndondomeko zosiyananasiyana ndi madongosolo ena a za maphunziro (Master of Education in Policy, Planning and Leadership) pa sukulu ya ukachenjede ya University of Malawi. Kafukufukuyi akuchitika pa mutu oti: Kugwilira ntchito limodzi ndi anthu a mu dera pa kayendetsedwe ka sukulu za pulayimale mmadera a kumidzi mu mzinda wa Lilongwe. Mukupemphedwa kutenga nawo mbali mu kafukufuku ameneyi poyankha mafunso amene ndifunse pano. Ndati ndikutsimikizileni kuti zonse tikambilane pano zizakhala zachinsinsi pakati pa inu ndi ine basi. Izi zikutanthauza kuti zomwe nditenge pano zigwilitsidwa ntchito ya maphunziloyi basi.

Dzina la opanga kafukufuku: _____

Tsiku lopanga kafukufuku: _____

Boma la: _____

Zokhudza ofunsidwa mafunso

1. Dzina: _____ Mkazi/ Mwamuna _____

2. Zaka zakubadwa _____ 3. Udindo: _____

4. Zaka zogwila ntchito: _____

5. Maphunziro a pamwamba kwambiri _____

Gawo loyamba: Kutenga mbali kwa anthu a mudera ka kayendetsedwe ka sukulu za pulayimale

5. Kodi kuno anthu a mudera amatenga nawo mbali pakuyendetsa sukulu za pulayimale? Ngati ndi choncho, zimakhala motani?

a. Ndi magawo otani amene anthu a mudera amatenga nawo mbali maka pa nkhani yopanga ziganizo zokhudza kuyendetsa sukulu za pulayimale?

5. Anthu a mudera athandizira motani kutu ndondomeko yogwilira ntchito limodzi ndi anthu a kudera iziyenda bwino?

a. Ndi udindo wanji omwe anthu a mudera amatengapo poonetsetsa kuti sukulu za pulayimale zikuyendetsedwa bwino?

b. Inuyo mwatengapo gawo lotani poonetsetsa kuti ndondomekoyi ikuyenda bwino?

6. Mukaona, ndondomeko yoyendetsa masukulu ndi anthu a mudera yakwanilitsa zolinga zake? Ngati yakwanilitsa, ndichiyani chimene mukuona kuti chakwanilitsidwa?

a. Zinthu zomwe zakwanilitsidwazi ndi zokhudzana ndi kayendetsedwe ka sukulu ngati? Ngati ndi choncho, zimakhudzana motani?

b. Ndondomeko imeneyi yathandiza motani pofuna kupititsa patsogolo kayendetsedwe ka sukulu za pulayimale za madera a kumidzi?

Gawo lachiwili: Mavuto amene amakhudza ndondomeko yogwila ntchito pamodzi ndi anthu a ku madera pakayendetsedwe ka sukulu za pulayimale.

7. Pali mavuto aliwonse amene asokoneza kukwanilitsa kwa zolinga za mu ndondomeko imeneyi?

a. Ngati mavutowa alipodi, akhudza bwanji kayendetsedwe ka sukulu za pulayimale?

b. Mukuona kuti mavuto amenewa angachepetsedwe kapena kuthetsedwa motani?

Zikomo potenga nawo mbali mu kafukufukuyi!

APPENDIX 12: CURRICULUM VITAE

PERSONAL DETAILS

Surname: Nayeja

First Name: Chimwemwe

Sex: Female

Date of Birth: 16th September, 1977

Religion: Christianity

Marital Status: Married

Village: Tayali

T/A: Bvumbwe

District: Thyolo

Nationality: Malawian

Phone Number: +265 888 372 995

+265 999 003 501

EDUCATIONAL DETAILS

2020 till date: Pending Master Degree in Education Policy Planning and Leadership

Institution: UNIMA

PROFESSIONAL DETAILS

2011 – 2016: Bachelor of Education (Primary)

Institution: Domasi College of Education

COURSES STUDIED

English Courses Studied:

- Language and Communication

- Introduction to Literacy
- African Stories Novel and Poetry
- Language across the curriculum
- Language Arts
- Language and Linguistics
- Early Literacy skills and development
- English Literature
- Sound systems in English
- Translation skills
- Stylistics
- Socio linguistics
- Psycholinguistics
- Descriptive analysis of English
- Principles of Teaching English as second language

Chichewa Courses Studied:

- The teaching of Chichewa in Primary Teacher Training Colleges
- Curriculum Development in Chichewa

Education Courses Studied:

- Educational Research
- Curriculum theory, practice and development
- Sociology of Education
- Philosophy of Education
- Educational psychology of a child
- Education administration and management

- Testing, measurement and evaluation
- Instruction Media and Technology
- Special Needs Education
- Computing skills (MS Word, Power Point, Internet)
- Early Childhood Education
- General Teaching methods
- Curriculum in Primary Schools

Other Courses Studied:

- Social and Environment Studies
- Life Skills and Development
- History of Religion
- Principles and Foundation of Physical Education and Physiology
- General Mathematics
- Expressive and Creative Arts
- Integrated Science (Physical Science, Biology and Chemistry)
- Introduction to clothing textiles
- Introduction to Agriculture
- Introduction to Music

2003 – 2005: Teaching certificate

Institution: Blantyre Teacher's College

2007 – 2009: International Diploma in Computer Studies

Institution: National College of Information Technology. (Blantyre Campus)

1994 – 1998: Malawi School Certificate of Education

Institution: Kaphuka private Secondary School

2006 : Malawi School certificate of Education

Institution: Thunga Community Day secondary School.

WORK EXPERIENCE

1. 2000: Primary School Teacher

School: Chimkwende Primary School in Thyolo

2. 2001 – 2002: Primary School Teacher

School: Boma Primary School in Kasungu

3. 2002 – 2004: Primary School Teacher

School: Liwawadzi Primary School in Balaka

4. 2004 – 2010: Primary School Teacher

School: Nyambalo Primary School in Thyolo

5. 2010 – 2015: Human Resources Management Assistant

Institution: Thyolo District Education Office

6. Sept 2015 – Dec 2015: Student Lecturer

Institution: Lilongwe Teacher's Training College

7. 2016-2018: Primary School Teacher

Institution: Mb'uka primary School in Lilongwe

8. 2019 -2021: Secondary School Teacher

Institution: Livimbo Community Day Secondary School in Lilongwe

9. October 2021 till date: lecturer

Institution: St Joseph's Teachers Training College.

HOBBIES

Watching movies

Reading Bible