

Extent of School Committee Members' Participation in Project Planning Activities in Public Primary Schools in Bariadi Town Council, Tanzania

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Abstract: This study examined the extent of school committee members' participation in project planning activities in public primary schools in Bariadi Town Council, Tanzania. The study was guided by Decentralisation Theory, as articulated by Rondinelli (1981). The study employed a convergent design within a mixed-methods research approach. The study's target population comprised 402 participants, including 350 school committee members, 50 head teachers, one Town Pre and Primary Education Officer, and one District School Quality Assurance Officer from 50 public primary schools. The study used stratified random sampling, simple random sampling, and purposive sampling to select 122 respondents, comprising 105 school committee members, 15 head teachers, one Town Pre and Primary Education Officer, and one District School Quality Assurance Officer. Data were collected using structured questionnaires and semi-structured interview guides. Cronbach's Alpha Coefficient was used to assess the reliability of Likert-scale items in the questionnaire, while triangulation was employed to enhance the trustworthiness of qualitative data. Descriptive statistics were used to analyse quantitative data, while thematic analysis was applied to qualitative data. The findings indicated that school committee members participated in project planning activities to a low extent. The quantitative findings were reflected in limited participation in project meetings, contribution of ideas, monitoring of project progress, and provision of support when challenges arose. Qualitative findings further indicated that school committee members were not consistently involved in key project planning and decision-making activities. The study concluded that school committee members had limited participation in project planning activities in public primary schools in Bariadi Town Council. It was recommended that the Ministry of Education, Science and Technology and Local Government Authorities should strengthen implementation of guidelines for school committees by ensuring their active involvement in project planning, including participation in meetings, identifying priorities, contributing ideas, accessing project information, and participating in project-related decision-making.

Keywords: School Committees, School Projects, Project Management, Decentralisation, Public Primary Schools, Bariadi Town Council.

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I. INTRODUCTION

School committees are important participatory governance structures that bring together teachers, parents, community members, and other stakeholders to participate in school planning, decision-making, and development activities (Bhuc & Singh, 2020). Their responsibilities include participating in school development planning, identifying school needs, mobilising resources, and

contributing to decisions concerning school development activities (Guha, 2023). In project planning, school committee members are expected to identify priority needs, set project priorities, discuss and approve development activities, mobilise community support, and contribute to decisions on implementing school projects (Ibrahim et al., 2022). The extent of their participation matters because active involvement can strengthen transparency, community

ownership, accountability, and sustainability in school development.

Despite these expected responsibilities, empirical evidence shows that school committees' participation in school development activities varies across contexts. In Indonesia, Maisaroh et al. (2024) reported challenges in school committee project management and emphasised the need for better communication and transparency between committee members and communities. Similarly, Chand and Deshmukh (2022) in India found that school management committees required stronger decision-making capabilities to enhance their contribution to school governance. In Ghana, Kwaah and Nishimuko (2023) identified challenges in translating decentralisation policies into effective participation and collaboration among school stakeholders. These findings suggest that the existence of school committees alone does not necessarily ensure active participation in school project planning, as participation may depend on members' capacity, stakeholder cooperation, access to information, leadership, and community participation.

In Tanzania, school committees in primary schools were established under the Education Act of 1978 and strengthened through subsequent legal and policy provisions. Education Circular No. 1 of 2018 outlines their responsibilities in school supervision, financial oversight, community participation, maintenance, development, and regular meetings. These responsibilities are increasingly important as schools need additional infrastructure to meet growing educational demands. Government initiatives such as the Shule Bora Programme and TASAF have supported the construction and improvement of school facilities. However, challenges associated with delayed project completion, inadequate financing, delays in fund disbursement, and compliance with construction standards have also been reported. The Controller and Auditor General (CAG, 2024), for example, reported delayed classroom projects requiring additional funding, including projects in Simiyu Region. Despite this finding, it remains unclear whether school committee members participate sufficiently in planning such projects, leaving a gap that the current study aimed to address.

Empirical evidence from Tanzania also shows that school committees participate in school project activities. Masanyiwa, Magaria, and Shauri (2023) studied school committee participation in monitoring primary school projects in Nyang'hwale District. They found that most committee members took part in identifying and planning projects, while their involvement in budgeting and monitoring was less consistent. The study also found that members' willingness to participate, their ability to contribute during meetings, and access to information influenced their participation in project monitoring. However, the study focused on participation in monitoring primary school projects in Nyang'hwale District and did not specifically examine the extent of school committee members' participation in project planning activities. Little is known about the extent to which school committee members participate in project planning activities in public primary

schools in Bariadi Town Council. Therefore, this study examined the extent of school committee members' participation in project planning activities in public primary schools in Bariadi Town Council, Tanzania.

➤ *Statement of the Problem*

Despite the Government of Tanzania's efforts through programs such as Shule Bora and TASAF phase IV to improve education infrastructure in public pre-primary schools between 2020 and 2025, challenges in project completion and quality persisted. Reports indicated that more than Tsh1.49 billion was allocated in 2024/25 to complete 970 classrooms under the Shule Bora program in nine (9) region including Simiyu, after the structures had stalled for years due to financial constraints (Nussu, S.2024) Furthermore the Controller and Auditor General (CAG) (2024) Annual Audit Report of 2023/24 raised concerns over irregular payments totaling Tsh 892.92 million that were made to contractors in four government school projects without supporting documentation to confirm completion of works. The report warned that, without proper verification, there was a high likelihood of incomplete or substandard work and of potential misuse of public funds. Similarly, the CAG (2021) performance Audit revealed that the national average classroom-to-pupil ratio was 1:76, nearly double the required standard of 1:40, and that 5.38 million pupils were forced to sit outside classrooms due to a lack of space. In the Simiyu region, capacity-building workshops were conducted in 2024 for head teachers and engineers to ensure that classroom construction met the highest standards. This implied that quality concerns existed in project implementation. Because school committees were mandated to oversee project planning, implementation, and monitoring in public primary schools, their effectiveness became critical to addressing these challenges. However, limited studies have been conducted in Bariadi Town Council, Simiyu, to assess the extent to which school committee members participate in project planning activities in public primary schools in Bariadi Town Council, Tanzania. Therefore, this study assessed the extent of school committees' participation in project planning in public primary schools in Bariadi Town Council.

➤ *Research Question*

- To what extent do school committee members participate in project planning activities in public primary schools in Bariadi Town Council, Tanzania?

➤ *Significance of the Study*

The study will contribute to the existing body of knowledge on school governance, decentralisation, and community participation by providing empirical evidence on the extent of school committee members' participation in project planning activities in public primary schools in Bariadi Town Council. The findings will provide insights into school committee members' involvement in project meetings, idea contribution, decision-making, and other project planning activities. The study will also provide useful evidence to head teachers, school committee members, education officers, and Local Government Authorities to

identify gaps in participation and strengthen inclusive, participatory planning practices. Furthermore, the findings will inform the implementation of policies and guidelines governing school committees by highlighting the need to strengthen meaningful participation, access to project information, accountability, and shared decision-making in school project planning.

➤ *Theoretical Framework*

This study was guided by Decentralisation Theory, pioneered in its modern form by Dennis A. Rondinelli (1981). The theory explains the transfer of authority, responsibilities, decision-making power, and resources from central government to lower levels of government and local institutions. The theory assumes that transferring responsibilities closer to local stakeholders can enhance participation, accountability, responsiveness, and efficiency in managing public services (Rondinelli, 1981). The theory was relevant to this study because school committees are local structures through which parents, teachers, and community members participate in managing school projects. The theory helped explain school committees' roles in identifying school needs, planning projects, mobilising resources, monitoring implementation, and overseeing the use of project resources. Thus, Decentralisation Theory provided a basis for examining the roles school committees play in managing school projects in public primary schools in Bariadi Town Council, Tanzania.

II. REVIEW OF EMPIRICAL LITERATURE

This section reviews empirical studies on the extent to which school committee members participate in project planning activities.

Gerrard and Savage (2023) conducted a study in Australia to examine citizen participation in public school governance through school governing bodies. The study employed a qualitative approach and used in-depth interviews with policy stakeholders to examine how school board and council members participated in school governance. The findings indicated that stakeholders supported the involvement of parents and community members in school governance; however, meaningful participation was influenced by the distinction between strategic and operational decision-making. The study also found that questions about opportunities for meaningful participation and board members' skills affected how much community representatives participated in school governance. However, the study focused broadly on participation in school governance in Australian public schools and did not specifically examine the extent of school committee members' participation in planning school projects. In addition, the study was conducted in Australia, a developed-country context with different educational governance arrangements from Tanzania. Therefore, the study leaves contextual and knowledge gaps concerning the extent to which school committee members participate in project planning activities in public primary schools in Tanzania. The current study addressed this gap by examining the extent of school committee members' participation in project planning

activities in public primary schools in Bariadi Town Council, Tanzania.

Oko, Nguwasen, and Nzewi (2022) conducted a study in Abuja, Nigeria, to examine the extent of School-Based Management Committees' involvement in public secondary school administration. The study employed a descriptive survey design and involved 250 respondents selected from a population of 460 using proportionate random and convenience sampling techniques. The study collected data using a structured questionnaire and analysed them using arithmetic means. The findings revealed that School-Based Management Committees played a passive role in planning in public secondary schools. The study concluded that stronger collaboration between schools and School-Based Management Committees was needed to enhance their involvement in planning, staffing, and monitoring. However, the study focused on School-Based Management Committees' involvement in the general administration of public secondary schools in Abuja, Nigeria. It did not specifically examine the extent of school committee members' participation in planning school projects. In addition, the study was conducted at the secondary school level and in a different national context. Therefore, it leaves contextual and knowledge gaps concerning the extent to which school committee members participate in project planning activities in public primary schools in Tanzania. The current study addressed this gap by examining the extent of school committee members' participation in project planning activities in public primary schools in Bariadi Town Council, Tanzania.

Lamaro and Lukwiya (2024) conducted a study in Gulu District, Uganda, to examine School Management Committees' participation in primary school management. The study employed a mixed-methods approach and involved 352 participants. The study collected data through questionnaires, in-depth interviews, focus group discussions, direct observation, and documentary analysis. The findings indicated that School Management Committees participated in various school management activities, including school development planning, meetings, budgeting, resource mobilisation, and accountability. Specifically, 75.7% of respondents agreed that School Management Committees were involved in developing school plans. The study further established a significant positive relationship between School Management Committee participation and school management effectiveness. However, the study examined participation in general school management and school development planning rather than specifically focusing on the extent of school committee members' participation in planning school projects. The study leaves a knowledge gap concerning the extent to which school committee members participate in specific project planning activities in public primary schools in Tanzania. The current study addressed this gap by examining the extent of school committee members' participation in project planning activities in public primary schools in Bariadi Town Council, Tanzania.

Masanyiwa, Magaria, and Shauri (2023) conducted a study in Nyang'hwale District, Geita Region, Tanzania, to

examine school committees' participation in monitoring primary school projects. The study involved 17 primary schools and 136 school committee members and key informants, using questionnaires, key informant interviews, and documentary review. The findings indicated that most school committee members participated in identifying and planning school projects, but their participation in budgeting activities was relatively limited. The study further found that members' willingness to participate, perceived ability to speak during meetings, and access to information influenced their participation in monitoring school projects. The study concluded that school committee participation in monitoring school projects was limited and affected by gender imbalance, and recommended capacity building to strengthen members' roles and responsibilities. However, the study focused mainly on participation in monitoring projects in Nyang'hwale District. To fill this gap, the current study focused on the broader roles of school committees in managing school projects in public primary schools in Bariadi Town Council, Tanzania.

III. RESEARCH METHODOLOGY

The study was guided by a pragmatism research philosophy and used a convergent design under a mixed-methods approach. The target population comprised 402 respondents, including 350 school committee members, 50 head teachers, 1 Town Pre and Primary Education Officer, and 1 District School Quality Assurance Officer from 50

public primary schools in Bariadi Town Council, Simiyu Region, Tanzania. A sample of 122 respondents, comprising 105 school committee members, 15 head teachers, 1 Town Pre and Primary Education Officer, and 1 District School Quality Assurance Officer, was selected using stratified random sampling, simple random sampling, and purposive sampling techniques. The study collected data using structured questionnaires and semi-structured interviews. Research experts from the Open University of Tanzania established instrument validity, while Cronbach's alpha assessed questionnaire reliability. The study analysed quantitative data using descriptive statistics such as frequencies, percentages, and mean scores, and analysed qualitative data thematically. The study observed ethical considerations, including research permission, informed consent, confidentiality, anonymity, and the use of data solely for academic purposes.

IV. FINDINGS AND DISCUSSION

This section presents the findings and discussion on the extent of school committee members' participation in project planning activities in public primary schools in Bariadi Town Council, Tanzania. To obtain the required data, school committee members rated their participation in project planning activities using a five-point Likert scale. Table 1 presents school committee members' responses on their participation in project planning activities in public primary schools in Bariadi Town Council, Tanzania.

Table 1 School Committee Members' Responses on the Extent of their Participation in Project Planning Activities (N = 105)

S/N	Statement	VLE f(%)	LE f(%)	ME f(%)	HE f(%)	VHE f(%)	Mean
1	The school committee actively participated in project planning	19(18.1)	58(55.2)	5(4.8)	19(18.1)	4(3.8)	2.35
2	The school committee attended project meetings regularly	28(26.7)	70(66.7)	4(3.8)	0(0.0)	3(2.9)	1.86
3	The school committee identified priority school projects	23(21.9)	51(48.6)	10(9.5)	18(17.1)	3(2.9)	2.31
4	The school committee contributed ideas during discussions	26(24.8)	53(50.5)	21(20.0)	2(1.9)	3(2.9)	2.08
5	The school committee mobilised financial and material resources	27(25.7)	52(49.5)	8(7.6)	14(13.3)	4(3.8)	2.20
6	The school committee collaborated with the school management	37(35.2)	54(51.4)	4(3.8)	4(3.8)	6(5.7)	1.93
7	The school committee monitored project progress from start to end	22(21.0)	54(51.4)	4(3.8)	21(20.0)	4(3.8)	2.35
8	The school committee participated in fund allocation decisions	26(24.8)	53(50.5)	3(2.9)	19(18.1)	4(3.8)	2.31
9	The school committee provided support when challenges arose	26(24.8)	42(40.0)	8(7.6)	23(21.9)	6(5.7)	2.44
	Average Mean						2.20

Source: Field Data, 2026

Mean Score Interpretation Key: 1.00-2.49=Low Extent | 2.50-3.49=Moderate Extent | 3.50-5.00=High Extent

Regarding active participation in project planning, the quantitative data from school committee members indicated low participation. The mean score of 2.35, with 73.3% of respondents indicating low participation, indicates a low extent of participation. This suggests that, in most schools,

school administration predominantly conducts project planning activities, with minimal input from school committee members. This quantitative evidence is further substantiated by qualitative data from Head Teacher 2, who stated that:

The school academic team assembles in the office to prepare the project proposal. Upon completion, we invite the school committee members to endorse the document. School Committee members are not involved in the initial stages of the project planning process (Head Teacher 2, Interview, May 14, 2026).

Similarly, Head Teacher 11 noted that:

The involvement of school committee members in the planning process sometimes complicates timely implementation due to limited technical understanding. Consequently, the school administration plans independently to avoid delays and ensure the project meets the required standards (Head Teacher 11, Interview, May 21, 2026).

Qualitative data from school committee members and responses from Head Teachers 2 and 11 indicate minimal participation by school committee members in project planning activities or stages. This critical stage implies that projects may be designed top-down and are unlikely to reflect the school community's actual priorities. This finding aligns with Tibebe (2018), who found that in Arusha Region, many school projects were planned by head teachers without consulting school committee members. Moreover, Omari (2019) also reports that the lack of participation in planning contributes to community disownership of school projects. Furthermore, Hakielimu (2026) reported that in over 70% of primary schools in Tanzania, head teachers and a few teachers develop project proposals without consulting parents or school committee members. In conclusion, the evidence overwhelmingly demonstrates that school committees are marginalised in project planning. This exclusion not only erodes transparency and accountability but also produces projects that lack community ownership and relevance, thereby threatening their sustainability.

Regarding attendance at project meetings, the study found that school committee members participated at a low level. The mean score of 1.86 was within the low extent range and was the lowest among all statements, with over 90% of respondents indicating low participation. This indicates that committee members rarely attended meetings convened to discuss school project matters. Irregular attendance may undermine collective decision-making and weaken accountability mechanisms. During a face-to-face interview, Head Teacher 4 had this to say:

We issue invitations for project meetings, yet only a few committee members attend. Others cite engagement in personal economic activities as the reason for their absence (Head Teacher 4, Interview, May 14, 2026).

Similarly, the DSQAO supported this, stating that *"Attendance remains a major challenge. Some members only attend when there are allowances or incentives"* (DSQAO, Interview, June 2, 2026).

Both quantitative responses from school committee members and qualitative responses from Head Teacher 4 and DSQAO indicate that school committee members do not fully

participate in meetings on school projects. This implies that the decision-making process regarding school projects lacks democratic legitimacy and inclusivity, as key stakeholders are absent. Consequently, decisions made in such forums are likely to be unilateral, poorly owned by the community and prone to implementation challenges due to limited collective oversight and accountability. This aligns with recent literature by Hakielimu (2021), who documented poor attendance at school governance meetings across Tanzania. Similarly, Mushi and Mwila (2022) concluded that committees' participation in monitoring school projects in Nyang'hwale District was limited, citing lack of capacity and commitment as key barriers. Furthermore, All Africa (2025) reported that in Arusha, community participation in inspecting school development projects remains sporadic, highlighting a persistent challenge in stakeholder engagement.

Regarding idea contribution during discussions, this study found low participation among school committee members. The statement recorded a mean score of 2.08, which falls under the "Low Extent" category. Furthermore, 75.3% of respondents indicated low participation in contributing ideas during project discussions. This low mean and high proportion of respondents indicating low participation suggest a limited role among committee members in contributing ideas during project discussions. The qualitative data support the quantitative data obtained from school committee members. Head Teacher 1 observed:

During meetings, school committee members remain silent. They rarely ask questions or provide suggestions, even when prompted. Most of them listen and wait for the administration to make all the decisions. This makes it difficult for us to get their views on school development projects (Head Teacher 1, Interview, May 14, 2026).

Together, the quantitative data from school committee members and the qualitative response from Head Teacher 1 show disagreement about the active participation of school committee members during project meetings. The interviewers' narratives provide deeper insight into this passivity. The data imply that although committee members attend meetings, their engagement in deliberations remains minimal, indicating that the problem is not only physical absence but also passive engagement during meetings. This limits committees' potential to influence decision-making and provide alternative perspectives on project implementation. This passivity may stem from several interrelated factors. First, many committee members may lack the technical knowledge and confidence to engage in discussions on project planning, budgeting, and implementation. Second, power dynamics within school governance structures often place head teachers and district officials in dominant positions, which may discourage committee members from voicing dissenting opinions. Third, the lack of induction and ongoing training leaves members ill-equipped to analyse project proposals critically or articulate their views effectively.

This finding is consistent with Galabawa (2017), who reported that many school committee members in Tanzania lack the confidence to articulate their views during deliberations. Galabawa further noted that low literacy levels and limited exposure to governance procedures contribute to silence and dependency during meetings. Similarly, MoEST (2018) Guidelines emphasise that school committees should deliberate on school development plans and provide input on priority areas. However, this study reveals that current practice deviates from this policy expectation. When committee members fail to contribute ideas, a few individuals often dominate decisions, undermining democratic participation and collective ownership. The implication of this finding is serious. A lack of meaningful contributions weakens accountability mechanisms because critical questions go unraised and alternative solutions go unexplored. It also compromises decision quality, as projects may proceed without adequate scrutiny from community representatives.

In monitoring project progress, the quantitative results indicate that 72.4% of respondents reported low participation, with a mean score of 2.35. This indicates that school committee members participated to a low extent in tracking the implementation of school projects. The data suggest that school committee members were not actively involved in monitoring project progress. Qualitative data strongly support this quantitative evidence. Head Teacher 11 affirmed this pattern of limited participation in project oversight, stating:

Committee members attend the project launch, but their engagement diminishes significantly during implementation. They rarely visit sites, request progress reports, or hold contractors accountable. They reappear only upon project completion for commissioning and handover ceremonies (Head Teacher 11, Interview, May 21, 2026).

Together, these findings suggest that school committees do not actively monitor projects from initiation to completion; instead, their involvement appears limited and symbolic. This suggests that recurrent, selective engagement undermines transparency, accountability, and implementation quality, as critical issues that arise during implementation remain unaddressed due to a lack of continuous oversight. Instead, their involvement appears limited to the beginning and end phases of projects. Furthermore, this recurrent engagement undermines the effectiveness of school oversight mechanisms. When committees fail to monitor projects continuously, it becomes difficult to ensure adherence to plans, quality standards, timelines, and budget allocations. Several factors can explain the weak monitoring role observed in this study. First, many committee members lack knowledge of monitoring tools and indicators; as a result, they do not know what to check or how to report their findings. Second, a study found no clear monitoring system. This weak monitoring role increases the risk of poor quality, delays in project completion, cost overruns, and resource mismanagement. Without regular checks, deviations from project plans go unnoticed until the project is completed, making corrections costly or impossible. The Project Management Institute (2017) supports this finding,

emphasising that continuous stakeholder monitoring is essential for project success. PMI argues that active monitoring enables early problem detection, promotes accountability, and increases the likelihood of achieving project objectives. Similarly, URT (2018) School Committee Guidelines stipulate that one of the core functions of school committees is to monitor the implementation of school development projects and report progress to the general meeting. However, the current practice in the Bariadi Town Council deviates from this expectation.

Finally, regarding support when challenges arise during project implementation, the data show that 64.8% of respondents reported low participation, with a mean score of 2.44. This indicates that school committee members participated to a low extent in providing support when projects encountered difficulties. The mean score suggests limited involvement in collective responsibility and problem-solving during project implementation. Rather than actively addressing project challenges, committee members tended to leave responsibility to school administration. This may undermine shared ownership and collaborative decision-making in school project management. This was lamented by Head Teacher 8, who stated:

When challenges emerge during project implementation, I am left to address them alone. Committee members often say these matters are the government's responsibility. They argue that funding technical problems and community disputes is beyond their capacity. As a result, they withdraw and expect the school administration to solve everything (Head Teacher 8, Interview, May 21, 2026).

This statistical evidence is corroborated by qualitative insights from Head Teacher 8, who lamented the lack of support when challenges arise. The tendency to shift responsibility to the government reflects several underlying issues. First, many committee members lack confidence and problem-solving skills to handle technical, financial, or community-related challenges. Second, many people perceive committees as limited to attending meetings and approving plans, rather than intervening when problems arise. Third, a weak understanding of their roles and responsibilities, as outlined in the MoEST (2018) Guidelines, contributes to this passive attitude. This lack of support has serious implications for project implementation. When challenges such as funding shortages, community conflicts, or delays in material supply arise, and no immediate support is provided, projects stall or fail to meet their objectives. Moreover, placing the entire burden on the head teacher increases stress, reduces efficiency, and creates a perception that committee members are ceremonial rather than functional. This finding contradicts the expectations of the URT (2014) Education and Training Policy, which emphasises that school committees should work with school management to identify solutions and mobilise support when challenges arise. Similarly, Fullan (2015) argues that effective school governance requires collective responsibility, in which all stakeholders support one another to overcome barriers to school improvement. The absence of adequate support from committees also weakens accountability and sustainability.

When challenges are not addressed collectively, community trust in school leadership erodes, and future projects may receive less cooperation from parents and stakeholders.

Overall, the findings indicate that school committee members participated to a low extent in project planning activities in public primary schools in Bariadi Town Council. The low extent was reflected in their limited participation in project meetings, contribution of ideas, monitoring of project progress, and provision of support during project implementation. Qualitative data supported the quantitative findings by indicating that school committee members were not consistently involved in key project planning and decision-making activities. The study therefore concludes that school committee members had limited participation in project planning activities.

V. CONCLUSION

The study concludes that school committee members participated to a low extent in project planning activities in public primary schools in Bariadi Town Council. Their involvement in project meetings, sharing ideas, monitoring project progress, and supporting schools when challenges arose was limited. The interview findings also showed that committee members were not regularly involved in important project planning and decision-making activities. This indicates that school committee members had limited opportunities to participate in decisions about school projects.

RECOMMENDATIONS

The Ministry of Education, Science and Technology should strengthen implementation of the MoEST (2018) Guidelines for School Committees by ensuring school committee members are involved in project planning. This should include identifying school priorities, attending project planning meetings, sharing ideas, and taking part in decisions related to school projects. Local Government Authorities and the Town Pre and Primary Education Officer (TPPEO) should work with schools to improve school committee members' participation by establishing regular, convenient meeting schedules. Schools should also ensure that committee members receive relevant project information on time so that they can participate meaningfully in planning and decision-making. In addition, education authorities should involve school committee members in project planning when monitoring head teachers' work.

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