The main purpose of this study was to find out the nature and types of community involvement in the development of education, identifying partnership opportunities in school-community partnership and look into issues and challenges in community-partnership in the development of education. There is no unified approach by the government even when so much has been written about its benefits. It is, therefore, not clear how such partnerships should be established. Consequently this study wished to look at the partnership opportunities, nature and type of community involvement in school management and the problems or challenges of community involvement in school management and development. The research employed a descriptive survey study design as a better option for intervening in school-community partnership in the development of education. Out of 19 primary schools, only 10 primary schools were sampled. The researcher used questionnaires and interview schedules to collect data. With a target population of 3,021, simple random sampling was used to select respondents in these groups namely; Head Teachers, Teachers, Pupils, Community Members and Government agents totaling to 935 respondents. Data was obtained and analyzed by use of Statistical Package for Social Sciences (SPSS) computer package to determine the challenges affecting school community partnership in the development of education in Lamu East District. Both qualitative and quantitative data analysis were used to analyze data collected. Responses from questionnaire, interview schedules were organized according to pertinent aspects of the study. The study found that the relationship between teachers and parents was limited to meetings and prize giving days. Most parents felt that school work should be left to teachers. Also there are no guidelines by the government on school – community partnership. The findings were presented through descriptive statistics by use of frequencies, tables, graphs and pie-charts. The research concludes that many parents and community members are reluctant to participate in school activities while teachers and education officials do not involve parents with limited academic qualifications in school affairs. Further research was recommended upon finishing this study in terms of the school-community partnership in the development of education in Lamu East District. The study recommends that the parents should be informed of school – community partnership
opportunities as they arise. Areas of co-operation need to be identified and made clear to stakeholders. Guidelines should be developed by the Ministry of Education to assist administrators establish partnership opportunities. Schools should open up communication channels with the community. The study proposes further investigation on the role of teachers in School – Community partnership in public primary schools and parents’ involvement in mobilizing and creating resources in public primary schools.