

**Implementation of General Education Quality Assurance Package in Primary and  
Secondary Schools of Addis Ababa  
(Draft Report)**

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## **ACRONYMS**

CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
MOE	Ministry of Education
NEAEA	National Educational Assessment and Examination Agency
NLA	National Learning Assessment
PTSA	Parent –Teacher-Student Association
REB	Regional Education Bureau
TELDP	Teachers and Educational Leaders Development Program
TOR	Terms of Reference

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction**

Education is a means for solving political, economic, social and cultural problems of all times. It is also both a means and an end for all rounded human development. It creates bondage among all the generations by helping them to transmit their successes, experiences, values, innovations, and philosophical views from one generation to the other in continuous manner (MoE, 1994, 2000; Kinde, 2014). Education is also the base for economic development and social changes (Lockheed and Verspoor, 1991). It enables individuals and society to be creative and critical thinkers. Therefore, it is the base for the process of national development, through developing the proper skills and forming the desired character or depositions (Iffa, 2005) cited in Desta (2016). According to UNESCO (2005) education is the base and the means of social change and economic developments. Thus, importance of education is unquestionable and the question is how well the education system of a country is preparing the children to meet the demand of a local and global community (Colin, 2015)

On these grounds, quality education for all become slogan of the day. Recognizing these general facts, all the nations of the world give due attention to education. Formerly, United Nations Organization takes education access and quality as one of the major millennium development goals/MDGs/ (UNESCO, 2004). The Jometien declaration of Universal primary education and the Dakar Framework of quality education for all are typical examples of UN focus on primary schooling (UNESCO, 2008; World Bank, 2008). Education also gets significance attention in the sustainable development goals. Individual countries also give emphasis to education and proper schooling than ever.

Ethiopian by issuing education and training policy gives due to attention to access, relevance, quality and equity (MoE, 1994). Despite improvements in the other pillars of attention, quality remains to be a challenging. To overcome this challenge, the country introduced the general education quality improvement program (GEQIP) which consists of six programs, namely, school



improvement, teacher development, curriculum improvement, ICT, educational leadership and management and civic and ethical education programs.

The General Education Quality Improvement Package started in 2008 (GEQIP I: 2008) and continued implementing the second phase since 2012 (GEQIP II: 2012). Yet, improving and ensuring the quality and efficiency of education at all levels remains an important priority area. Accordingly, the third phase of the program involved an addition of equity (GEQIP-E, 2017) which was planned to be lasted up to 2022 fiscal year. Thus, it is being currently under implementation with the intent of supporting the education sector development programs (ESDP V and VI). But, the exit evaluation of GEQIP-II, revealed that despite achievements in some indicators such as increasing access to primary education, and some improvement in learning outcomes over the last ten years alongside progress made on education inputs and the learning environment under GEQIP, internal inefficiency; inequity; and poor education quality persist as challenges in the sector (GEQIP-E PAD, 2017). This program also sets the following result areas 1) Improved Internal Efficiency, 2) Improved Equitable Access, 3) Improved Quality, and 4) System Strengthening for planning, policy formulation and reform.

School improvement program (SIP) was introduced in to Ethiopian schools in the year 1999 .E.C focusing on students' all rounded achievements. MoE (2004) defined SIP as the process of performing activities towards improving teaching and learning. According to Habtamu (2014) school improvement program is the means of making schools the safe place for learners, facilitating conditions for students; participation and improving instructional quality. This concept is logical because schools are naturally to be the safe place for learning, the place where human right and good governance are to be implemented, the place where young generation acquire knowledge, develop general and life skills, develop logical and universally accepted and country wide values and dispositions.

According to Jeilu (2010) school improvement is focused on improving instructional activities through improving input and carrying out proper processes in order to improve teaching and learning outcomes (students' result). According to Abera (2013) school improvement is

improving overall capacities of schools and making them centre of changes and reforms which help students over all achievements. Thus its very idea is improving and modernizing school culture these ideas are boldly expressed in (MOE 2005).

SIP could be effective when and if the other educational quality assurance mechanisms are effective. One of the important educational quality assurance programs is teachers' continuous professional development. On this ground the program received great attention. Hence, in Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes. The training and education of teachers are important contextual conditions for quality education and continuous professional development (CPD) as a means of improving learner performance and production of required skills (Gray, 2005). The professional development programs thought as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Villegas and Rimers (2003) argue that professional development experience have a noticeable impact on teachers work both in and out of the classroom, especially considering throughout the world are under prepared for their profession.

However, considering SIP and CPD programs is not fruitful unless proper Curriculum is provided and properly implemented, because curriculum is the most central component of the broad package we call "education". Regardless of its delivery in a formal, non-formal, or informal modes education always involves a certain conceptualization of valuable knowledge to be imparted, skills to be developed, and values to be inculcated (Flinders & Thornton, 2004; McNeil, 1996; Pinar et al., 1995). While these educational goals can generally be taken as the "contents" of education, the process of successfully imparting, developing, or inculcating them can be referred to as the "methodology" of education. Curriculum is the core for it comprised of both content & methods (McNeil, 1996; Schubert, 1986).

Scholars argue that, without curriculum there is no schooling, without instruction it is impossible to talk about learning Therefore, curriculum improvement is taken as one of the six quality

assurance programs. The relevance and substance of the curricula offered in different academic subjects is naturally assumed to be the major focus of an educational research. However, a glance at most studies on Ethiopian primary education indicates a serious neglect of curriculum content as the main focus of educational research development. National learning assessment results showed that students failed to meet minimum learning competencies. These curriculum issues are being full and effective when it has the capacity of cultivating socially responsive and democratic citizens, because, education without democratization, ethical consideration and the desired value formation is fruitless. The idea is rightly expressed by Walter, (2001) who says:

*Education that failed to develop democratic values may create citizens that the Germans brought up during the 2nd W.W. The German citizens of the time were well educated and capable engineers, architects. They used all this knowledge to build concentration camp where millions of human beings were killed. (Walter 2001; 93)*

Thus, Ethiopia takes civic and ethical education as one of education quality assurance programs. Post 1990s was the age of Civics and Ethical Education in Ethiopian history due to the major socio-political changes that took place in the Country. Civics & Ethical Education is among the choice of justifiable means of having effective and responsible citizens. That is why it has been prepared as a separate school subject in primary, secondary; and as one of education quality assurance programs.

These all and other related educational issues can be effective by the effort and effectiveness of educational leaders. Consequently, the Ministry of Education designed to decentralize the organization and management of education MoE (2000). This was to create the necessary condition for increasing access, improve the relevance, quality and equity of education and training, and ensure educational management as democratic, professional, coordinated, efficient and effective.

Moreover; Education Sector Development Programs (ESDPs) were launched and the evaluation of ESDPI (1997-2001) showed that Planning and management of educational leaders were as per the decentralization process, where the responsibility for implementing ESDP by and large

rests on words. ESDP II (2002-2005) established explicit link with the Education for All (EFA) and claimed that the Dakar Framework for Action in 2000 was in line with the goals of the ETP set in 1994 – six years earlier than the Dakar Framework. ESDP II focused on providing a number of inputs to improve quality.

In ESDP III (2006-2010) efforts have been made to deepen decentralization to school level. Decision-making is being shifted from regions and zones to Words and further to school level to improve direct service delivery. Accordingly, MoE with the intent of facilitating the implementation of this decentralization process has developed Guidelines for the Organization of Education Management, Community Participation and Education Finance MoE (2002). Based on these basic guidelines regions have developed their own guidelines focusing on specific areas such as education finance, community participation and school administration.

The general education quality assurance also considers TCT. This is because, to cultivate citizens who would be technologically competent, effective technology integration and the development of student learning skills in the 21st century are common goals among schools. “Students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them” (National Council of Teachers of English [NCTE], 2013). School are placing a large emphasis on developing 21st century learning skills to prepare students to be college and career ready (Rotherham & Willingham, 2009).

Part of building a successful future for students is helping them to acquire the essential 21st century learning skills of creativity and innovation, communication and collaboration, research and problem solving, critical thinking, and digital citizenship (Silva, 2008), because, jobs will be technology-based than in previous years. In addition, the rising use of the Internet has brought people together from all over the world (Kleyn-Kennedy 2001).

Though the purpose of GEQIP that encompasses the six programs component is meant to build overall capacity, efficiency and effectiveness, the actual implementation is important to leverage strengths and missing links with which future plans and policy recommendation can be mentioned. Cognizant of this, the Education and Training Quality, Occupational Assessment and

Assurance Authority of Addis Ababa City Administration invited consultants to conduct an assessment on the implementation of General Education Quality Assurance Package in Primary and Secondary Schools of Addis Ababa. This study will explore the on-going implementation by considering all of the six components of the general education quality improvement programs for equity, and will recommend points of actions explicating the situation and draw issue briefs to address some of the critical ones.

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The Education and Training Quality, Professional Competence & Assessment Assurance Authority of the Addis Ababa City Administration aspired assurance of the quality of education and is concerted through the deployment of various support systems to ensure the same. Among the efforts made by the authority was exploring the status of the general educational quality improvement program, and compile learning that could help develop policy input and inform action on the side of implementers.

This report discusses the findings of the assessment that was conducted to assess the status of the implementation of general education quality improvement program (GEQIP). The report consists of the following:

Background of the prior general educational quality improvement programs and the on-going general educational quality improvement program for Equity;

The study methodology: design, approach, sufficiency and appropriateness of evidence, data collection strategy and methods;

The study findings that will help to understand the situation and review the on-going status of implementation.

## **1.2. Background**

After relentless efforts by the Ethiopian government to mitigate the problems associated with access to education, the Ministry of Education (MoE) embarked upon improving the quality of general education through its General Education Quality Improvement Program (GEQIP I: 2008 and GEQIP II: 2012) and the milestones stated in the Education Sector Development Programs (ESDPs: I – V: 2015/16 – 2019/20). Despite the fact that one of the goals of general education is ‘to improve [the] quality of general education in order to motivate children to complete primary and secondary schools and provide them with the knowledge, skills and values to become productive and responsible citizens’ (Federal Ministry of Education ESDP V: 2015/16 – 2019/20, p.35), the intended improvement in the quality of learning and education in the general education program has not yet been achieved. Studies such as the National Learning Assessment and the Early Grade Reading Assessment revealed the problems associated with the quality of education and these further show remarkable gaps in improvements in students’ academic achievement (NLA 2008; NEAEA 2012, 2016). One of the factors to this end could be associated with the power of implementation, and prolonged and progressive assessment that could assist program amendments or enhance planning activities.

To recapitulate, student achievement and the quality of teaching in schools across the nation in general and Addis Ababa City Administration in particular, has so far remained unchanged since the launching of the general education quality improvement program (GEQIP) in 1999 E.C. The assumption that proper implementation of the general education quality improvement program (GEQIP) at all levels including schools will increase effectiveness and efficiency need to be

assessed and the level of its contribution detected to contribute documentation of the learning for subsequent improvements.

Critical analysis of the situation is helpful to account existing power of implementation and supplement the government both at regional and at the national levels, and provide feedback to the implementers at various levels. Thus, the current status of implementation of the general education quality improvement program (GEQIP) was explored, implementers level categorization and their views made, and learning documented. The effectiveness of implementers at various levels, roles in enhancing the general quality of education, and the overall effectiveness of the general education quality improvement program (GEQIP) in meeting intended goals was the focus of this study.

The foci were further uncovered through the unpacking current practices of each of the six components of GEQIP that are school improvement program (SIP), Curriculum, Continuous professional development (CPD), ICT, Leadership, and Civics and ethical education.

### **1.3. Statement of the Problem**

Since the emergence of General Education Quality Improvement Program (GEQIP) in Ethiopia, there are successful achievements such as access and improved learning achievement, but there are concerns on the success of the expected quality of education and equity issues. As possible causes, there are issues indicated such as lack inadequate and skilled educational leadership, resource scarcity, resistance of stakeholders to implement the initiatives and other limitations in implementing the package (MoE, 2006). In order to solve the aforementioned issues and to bring quality of education affront greater emphasis was been given to quality enhancement in ESDP III (MoE, 2004). To this end, MoE designed General Education Quality Improvement Package (GEQIP-I) in 2004/5 that has six programs, namely school improvement program, teacher development program, curriculum improvement program, information communication technology development program, leadership and management program, civics and ethical education program.



The educational quality assurance programs were aimed at building democracy and enhance prosperity through civic education (MOE, 2005; 2006) by cultivating informed, competent and responsible citizens by equipping them with civic knowledge, civic skills and civic dispositions. But, society complains that civic education has created individuals who demand for their rights but not willing to meet obligations. Investigating actual implementation at schools and associated causes for the incumbent civic and ethic manifestations and seeking out mitigating strategies is paramount. The other area of quality assurance is CPD which is aimed at improving the teaching learning process in Ethiopian schools. However, MoE (2005) in its Education Sector Development Program (ESDP III) document reported that, teachers do not continuously update their competencies and skills. This indicates that in the rapidly changing world being certified in pre-service training is not the only guarantee to become a well informed and effective teacher. Thus, teachers must continuously teach themselves like they are teaching their students. Therefore, CPD has been designed to be the most effective process, system of learning and experience sharing throughout teacher's career. To this effect, the MoE has launched CPD program as a new reform of reaction that intended to solve the problems of educational quality by updating teachers. However, it is not known whether the intended objective of CPD is attained. Gizaw (2006) reported that, there is a doubt whether the CPD program is actually practiced at school levels like other responsibilities of schools and teachers. This implies that there might be a gap between what has been intended and what is going on in actuality of the CPD practices.

To make quality assurance package effective including the above two programs educational leadership is crucial and is taken as one of the quality assurance programs. According to Kelley, Thornton & Daughterly (2005) school leaders have strong power in facilitating conditions for the creation of safe school environment and initiate teachers to carry out effective teaching learning process. Leadership in schools is related to the ability to move the school forward through designing long term strategy. In the same manner Hopkins (2002) pointed out activities of principals in relation to improving students' achievements and important elements in school improvement. In this regard principals' practices are directly related to moving schools forward

through designing long term strategy, mobilizing communities building team, culture of collegiality, and working strategically for staff and self-development within and out of the school towards and generally on school improvement. Seyoum (2014) also argues that effective school leadership works towards school improvement by coordinating all stakeholders and mobilizing the community to play their part in school improvement activities. Now a days principals are expected to initiate and support school improvement program (Grift & Houtveen, 1999; Moffite, 2003), be committed and initiate the commitments of teachers and non-academic staff and all the communities (Fullan, 2001; Bottery, 2001; Harris, 2005). Associated with the concern raised in ensuring quality, the practices of the school leadership and related factors need to be explored.

ICT is another area of education quality improvement program because; 21st century education system must be comprehensive and purposeful in order to support students in the mastery of core content areas and the 21st century learning skills (Vockley, 2007). In order for schools to prepare students to compete in a global economy and build the skills necessary for them to be critical thinkers, innovators, and problem solvers, technology is necessary. A strong technology infrastructure and broad and intensive use of technology is required in creating a 21st century education system (Vockley, 2007). But, stakeholders complain that students are not competent as expected to be on one hand and on their use of technology negatively. What do schools do to empower the competence of students remains to be checked through research. Curriculum program is another program in GEQIP. For education to play fundamental role, one has to continually strive to improve the curriculum and its materials (teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the qualities and proper utilization of learning-teaching materials). In such practices, one has to consider different situations like social, economic, political, and the ever-changing nature of curriculum. These in return can help an individual to be empowered (become knowledgeable and skilful) through proper delivery of content areas in the curriculum materials. These types of practices can also help an individual to contribute to better quality of education through their improved achievement and with understanding. The implementation in this regard is also important to be studied.

The sixth program named school improvement program in one way as a standalone and on the other side as encompassing each of the other components discussed above, is critical program to ensure quality. It is thus, useful to explore the school improvement program as well.

In general knowing the extent of implementation of each of the GEQIP component programs is fundamental. Thus this study will conduct an assessment on the implementation of General Education Quality Assurance Package in Primary and Secondary Schools of Addis Ababa

To do the assessment on the implementation of General Education Quality Improvement Program, the following research questions are set,

1. To what extent is the General Education Quality Improvement Program implemented in Addis Ababa primary and secondary schools?
2. Which programs of the General Education Quality Improvement are being implemented better and which ones need more attention?
3. What factors are affecting the implementation of the General Education Quality Improvement Program in Addis Ababa primary and secondary schools?
4. What are the strengths, limitations, opportunities, and threats to successfully implement the General Education Quality Improvement Program in Addis Ababa primary and secondary schools?

#### **1.4. Purpose and Objectives of the Evaluation**

##### **1.4.1. Purpose of the study**

The main purpose of this assessment was not to conduct an evaluation of the program but its implementation. The implementation was assessed to explore the current implementation practices, learn from practice and identify potential variants to improve implementation of the program both in terms of each of its components, human resources, and ownership. The findings will also impute development of policy inputs and recommend ways of improvement.

The assessment also intended to be forward looking and has considered the effectiveness of the general education quality improvement program (GEQIP) implementation, it also intended to identify gaps that will help fill them in the future to enhance the power of implementation and effectiveness.

#### **1.4.2. Objective of the study**

The major objective of this study is to conduct an Assessment on the Implementation of the General Education Quality Improvement Program to support identifying gaps and to recommend proper actions to be taken to bridge the existing gaps in Primary and Secondary Schools of Addis Ababa.

#### **Specific objectives**

To address the General Objective stated above the following specific objectives are outlined:

- conduct an Assessment on the Implementation of the General Education Quality Improvement Program;
- identify gaps in implementing the General Education Quality Improvement Program; and
- Recommend proper strategies and actions to be taken to bridge the existing gaps in implementing the General Education Quality Improvement Program in Primary and Secondary Schools of Addis Ababa.

#### **1.5. Significance of the study**

This type of study has multifaceted significance. Some of the significances of the study are to:

- Identify the status of implementation of the general education quality improvement program in Addis Ababa primary and secondary schools.
- Explore the factors that are affecting the implementation of the general education quality improvement program in Addis Ababa primary and secondary schools.
- Identify which programs of the general education quality improvement program are being implemented better and which need more attention in the future.

Identify the challenges that hinder the implementation of the general education quality improvement program and the opportunities that could help to improve the same in Addis Ababa primary and secondary schools.

Serving as spring board for further study.

Given these peculiar significances, the completion of the study is believed to contribute to schools, educational leaders, and policy makers to understand the situation of implementation and devise better ways of acting for the future.

### **1.6. Delimitation of the Study**

Delimitation of research study is narrowing the scope. It is also focusing the core and theme of the research problem to the manageable size of realities. General Education Quality Improvement Program for Equity (GEQIP-E) intends to achieve the Project Development Objective (PDO), Key Performance Indicators (KPIs), Disbursement Linked Indicators (DLIs) and Disbursement Linked Results (DLRs) as stipulated in the World Bank's Program Appraisal Document (PAD). The purpose of this assessment was not to evaluate the program, but to learn from the implementation of the program in practice and document learning that could serve either, to improve practice or provide information for policy input. Thus, the scope of the study delimited to the implementation of the six programs of the general education quality improvement. These programs are (1) school improvement program, (2) teacher development program, (3) curriculum improvement program, (4) information & communication technology development program, (5) leadership and management program, (6) civics and ethical education program. The study was conducted geographically only in Addis Ababa. Since the six programs are vast by setting the study was delimited in scope to the implementation only.

It is obvious that the research could be more reliable had all the schools in Addis Ababa and the educational offices are represented in the study. But, due to time and cost constraints, the study will be conducted based on representative sample representing both public and private schools.

## 1.7. Operational and conceptual Definitions of Key Terms

**School:** Is a place where offering basic and general primary and secondary education to prepare students for further general education and training MoE (1994)

**Government school:** Schools established, owned, financed and managed by Government and Operating on the line of the set procedures (Argaw, 2014)

**Private school:** Schools established, owned, financed and managed by investors or faith based organizations and Operating on the line of the set procedures.

**Primary School:** Primary school covers Grades 1- 8 for basic and general education.

**Secondary School:** Secondary school covers Grades 9 – 12 for secondary education.

**Leadership:** The behavior of an individual directing the activities of a group towards shared division (Hemphill & Coons, cited in Yukl, 2008).

**Opportunities:** Enabling conditions that educational leaders have and could use to implement GEQIP.

**Challenges:** Personal (leadership) and institutional (school) variables that hinder the practices of principals to effectively implement instructional leadership (MoE, 2006; OECD, 2012) and the general education quality improvement program.

**Parent-Student-Teacher Association:** Executive committee formed to make collaborative decisions on activities and overall operations and services as a bridge between parents, students and teachers (Argaw, 2014).

**Practices:** - Activities carried out by education leaders at different levels to implement GEQIP.

**Stakeholders:** Participants who are expected to be involved in the planning and implementation of school improvement program including teachers, principals, students, and parents and local community (MoE, 2004).

## 1.8. Organization of the Study

We have the plan to organize the study report under five chapters. The first chapter deals with background of the study, statement of the problem, research questions, objective of the study, significance, delimitation and organizations of the study together with operational definition of

terms. The second chapter deals with essential review of related literature to support the study with various sources and to give the rational for designing the research work the way it is done. The third chapter deals with research method and design of the study. The fourth chapter presents the data, their analysis and interpretation. The fifth chapter deals with the summary, conclusion and recommendations of the study. Apart from these, essential information such as contents, acronyms, and executive summary will be presented as a prelude to the report. Finally, references and appendices such as data collection instruments will be separately attached to the study.

### **1.9. Ethical Considerations**

An effort was made to make the research process professional and ethical. To this end, the purpose of the study was clearly consulted to the respondents. The participants were informed to understand that the purpose of the study is purely to learn from the implementation of GEQIP and improve it further. An informed consent was being gained from the participants and they were assured that participation is voluntarily. The informed gained from the respondents have been kept confidential and their names were not put explicit in any report. Thus, responses were not personalized during data presentations, analysis and interpretation. When necessary debriefing was made to confirm the information gathered was representing their ideas. Furthermore, all the materials that were used for this research had duly been acknowledged.

### **1.10. Effectiveness**

The effectiveness of implementation of the general education improvement quality program (GEQIP) is determined by the improvement in the overall capacity of implementation and the extent of support delivery of each of the components of GEQIP in schools and other level of educational leadership. Assessing effectiveness involves examining the extent to which the program objectives were achieved, taking into account their relative importance and success in mitigating the problems that affect the quality of education. The reflections of implementers such as teachers, school leaders, supervisors, educational leaders, and other stakeholders were assessed. Each of the program components was also scrutinised. The efficacy of the upgrading

program, especially in terms of level of satisfaction and observed achievements were also considered in this study.

### **1.11. Relevance**

As a criterion of assessment, relevance deals with the validity and necessity of a program or its expected effects (program purposes and overall goal) against the standards set for such validity and needs of grassroots implementers. Relevance in this case, hence, focuses on investigating (i) whether the program meets beneficiary needs (ii) whether each of the components of the program are implemented in alignment with the school curriculum and contextual settings (iii) Whether the program is consistent with regional policies, and (iii) whether the program is justified to be implemented meeting the identified needs and standards. Relevance was also specified by the level of satisfaction of the implementers and achievement of the intended objectives.

Based on the foci of the assessment outlined above, the following basic questions were addressed to ensure relevance:

To what extent has the general education quality improvement program been effective in achieving intended objectives of improving quality of education?

To what extent are the implementers of GEQIP effective in their course of implementation and assessment practices?

What are the strengths, weaknesses and critical challenges faced by the implementers to ensure quality provision of services and stakeholder involvement?

What recommendations can be drawn to suggest improvement of implementation in order to enhance the effectiveness of the GEQIP in Addis Ababa?

### **Limitation of the study**

This study was conducted in Addis Ababa during a time where schools were running to undertake second semester examinations. Such timing made it challenging to reach each member of the sample intended. Hence, the results may be limited in scope to the attained sample groups.



The time given to conduct the study was too short. Hence, making detailed observations via recording and transcribing the record was not possible. Hence, the quality of the results might be challenged due to the hasty makings.

The study was not intending to evaluate the GEQIP program, rather how it is being implemented in Addis Ababa. Hence, it did not take key performance indicators of GEQIP for its assessment rather perceptions of implementers, observed actions, and reviewed documents.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter consists of related review of literature that documents the learning in relation to quality education in general and that of the general educational quality improvement programs in Ethiopia particular.

#### **2.2. Conceptions of quality education**

Quality as a generic term and quality education as a sectorial demand is fuzzy and needs to be operationally defined. The UN anchored quality education as the fourth Sustainable Development Goal, and it seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” For UN, using “quality” as a qualifier is important and some of the targets for SDG 4 include ensuring that children have access to pre-primary education, free primary and secondary education, and options for affordable technical, vocational, and higher education options, including college. It also aspires quality to add value to the lives of students. In Ethiopia, enrollment in most of the regions has gone up for primary schools, but many students still lack basic skills like literacy and numeracy as justified by the national level studies such as NLA, EGRA and EGMA. Conventionally, quality includes issues of literacy, numeracy and life skills though these are associated with several components as teacher, content, instructional method, curriculum, assessment & examination systems, leadership and availability of infrastructural considerations. The general education quality improvement programs (GEQIP) conceive quality as contextual and as suitable for the time span of the programs. Currently the second GEQIP is being implemented in Ethiopia, and the components of GEQIP and underlying conceptual deliberations are presented in the below.

#### **2.3. Components of General Education Quality Improvement Package (GEQIP)**

Ethiopia launched General education quality improvement package (GEQIP) for the first time in 2007. According to GEQIP 2007 the general education quality improvement package (GEQIP) initially encompassed the areas of intervention, namely school improvement program, teacher

development program (TDP), curriculum improvement, and leadership and management. Then later in the subsequent GEQIPs two additional complementary packages were incorporated namely civic and ethical education and information communication technology. An annual review was conducted by MOE in 2007 and proposed the support of implementation of the first four of the six components of the GEQIP namely curriculum, textbooks and assessment, management and administration and school improvement program (SIP) each accompanied with school grants. The need for the program according to MOE (2006) was to make schools accountable to parent's, community and government to improve student's learning achievement. The scope of the recent GEQIP-E focuses on four key Results Areas comprising Internal Efficiency, Equity, Quality and System Strengthening for Planning Policy Formulation and Reform

The Program Development Objective (PDO) of GEQIP-E is to improve the internal efficiency, equity, and quality of the Ethiopian general education. Within the selected programs and crosscutting issues of ESDP V, and with improved student learning as the core objective, GEQIP-E focuses on the following four main Results Areas:

- (1) Improving internal efficiency
- (2) Improving equitable access
- (3) Improving quality, and
- (4) System strengthening for planning, policy formulation and reform

#### **2.4. Concept of School Improvement**

According to Potter & Chapman (2002) and Hopkins (2001) SIP is sustained effort aimed at a change in learning conditions and other related internal conditions in schools with the ultimate aim of enhancing, pupil progress, achievement, development and then accomplishing educational goals more effectively. This concept indicates the plan to improve the quality of teaching and learning in the school. It also points toward a desire to bring improvement in student outcomes. For Macbeath & Mortimore (2001:5) school improvement is a repeated process of enhancing the effectiveness the school that supports students learning. Miles et al

cited in Harris, (2005) has similar idea. For him, school improvement is a systematic, sustained effort aimed at one or more schools with the ultimate aim of accomplishing educational goals more effectively. According to the same source, SIP can be defined as a common sense which relates to the general efforts to make schools better places for students to learn and in which school improvement is defined as a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change.

### **Historical Development of School Improvement Program**

Reform of education has been on the educational agenda since 1960 and the early 1980s, due to globalization (Hopkins, 2005). By the 1990s, governments around the world were seriously implementing agenda for educational improvement across schools. As Hopkins and Reynolds (2001) explain, there were five distinct phases of school improvement as of the 2<sup>nd</sup> quarter of the 20<sup>th</sup> century.

During the 1970s and the early 1980s SIP began to get attention with the main focus on organizational change through school self-evaluation and ownership of change by individual teachers and schools (Townsend, 2007:44). However, school improvement practices did not have much impact upon classroom practice (Reynolds, 1999, p.123).

As Desimone (2002) argues in the early 1990s school improvement was facilitated by more systematic interaction between school improvement and school effectiveness. This was the time when, providing schools with guidelines and strategies to promote classroom level change (Hopkins, 2001) and governments starting to play a more active fundamental role in school improvement, that was followed by system level changes through collaboration and networking across schools and districts (Harris, 2008). Harris further suggests that district reform and network building (including professional learning communities) need to occur side by side, and these each need to be interlinked.

Currently school improvement focuses on systematic improvement. In the last decades, we have begun to learn far more about the features of an effective educational system, but we are now only beginning to understand the dynamics of improvement at system level (Townsend, 2007).

## Assumptions of SIP

Assumptions of SIP might vary depending on the purpose and context of implementers. However, SIP has general conceptions of improving school functions and can be considered as an approach of action. Potter & Chapman (2002) and Hopkins (2001) summarized assumptions of school improvement as an approach to education change. According to them, there are seven assumptions of SIP.

1. **School is a centre of change:** according to this assumption, external reforms need to be sensitive to the situation in individual schools, rather than assuming that all schools are the same.
2. **SIP seeks systematic approach to change:** school improvement is a carefully planned and managed process that takes place over a period of several years.
3. **Internal conditions of schools are a central theme for change:** role and resource allocation that support the teaching and learning process is the key issue.
4. **Accomplishing educational goals more effectively:** educational goals reflect the particular mission of a school and represents what the school itself regards as desirable, including the professional development of teachers, and the needs of its community.
5. **A multi-level perspective:** although the school is the centre of change, it does not act alone. The school is embedded in an educational system that has to work collaboratively or symbiotically if the highest degrees of quality are to be achieved.
6. **Integrative implementation strategies:** this implies a linkage between top down and bottom up, remembering, of a course, that both approaches can apply at a number of different levels in the system
7. **The drive towards institutionalisations:** change is only successful when it has become part of the natural behaviour of teachers in the school.

## **Approaches of SIP**

SIP depending on its conceptions, purpose and availability of resources, its approach could be flexible. According to Hopkins (2005) SIP has the following assumptions for approaching action.

- A. Achievement focused** – focus on enhancing student learning and achievement, in a broader sense than the mere examination of results or test scores;
- B. Empowering in aspiration** – that intends to provide those involved in the change process with skills of learning and change agent that will raise levels of expectations and confidence throughout the educational community;
- C. Research based and theory rich** - that bases their strategies on programmes and programme elements that have an established track records of effectiveness, which research their own effectiveness and connect to and build on other bodies of knowledge and disciplines;
- D. Context specific** – that pays attention to the unique features of the school situation and builds strategies on the basis of an analysis of that particular context;
- E. Capacity building** - aims to build the school conditions to support continuous improvement;
- F. Enquiry driven** – which appreciates the reflection in action is an integral and self-sustaining process;
- G. Implementation oriented** – that takes a direct focus on the quality of classroom practice and student learning;
- H. Externally supported** – that builds agencies around the school and provides focused support, and creates and facilitates networks that disseminate and sustain good practices;
- I. Systematic** – that accepts the reality of centralised policy context, but also realizes the need to adapt to external change for internal purposes, and to exploit the creativity and synergies existing within the system.

### **Purpose of School Improvement Program**

According to Hussein and Lethwaite cited in Firew (2010) the purpose of most school improvement policies is to improve the educational process that includes instruction or subject matter. These help a school to improve its organizational function that is indirectly linked to student achievement, school climate, staffing, and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance. Moreover, SIP helps schools to get a collaborative effort of several stakeholders at different levels of the education system, as the success of an improved policy largely requires the interaction between many participants.

### **Types of School Improvement Programmes**

There are three major types of school improvement programmes so far known and experienced in different countries (Sally, 2013).

Bottom up programmes – improvement programmes fully initiated and implemented by the school, Finland experiences this program;

Top down programmes – external improvement programmes forced on the school, including improvement programmes supplied to schools with low results. Italy strictly follows this program;

Mixed programmes – improvement programmes initially developed by external agents but subsequently voluntarily implemented in schools or adapted by them, for example, in Portugal where schools have some freedom to adjust nationally prescribed programmes to their own contexts and needs.

### **Principles of school Improvement**

Based on the indications stated in the above, principles that guide SIP can vary by either its approach or purpose. According to Luneburg & Ornstein (1991:124) cited in MOE (2010:15) the following guiding principles need to be followed in the school improvement process.

- Schools should employ a set of goals and mission which are easy to understand;

- Student achievement must be continuously checked and evaluated;
- Schools need to help specially the low achievers need to be tutored and enrichment programmes should be opened for high talented students;
- Principals and staff should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking;
- Every teacher needs to contribute to successful implementation of the school improvement programme;
- Teachers must be involved in staff development by planning and implementing the school improvement programme;
- School environment has to be safe, healthy and pupil friendly;
- School community relationships should be strengthened so that community and parents need to be involve in school improvement programme implementation;
- School leadership should be sharing among staff, student and parents.

### **Phases of a school improvement program**

A school improvement program passes through successive steps with its own procedure and requirement of the participation of different responsible bodies for the success of the program. MOE (2010) identified four implementation steps of the SIP cycle. These four steps of school improvement program are self- assessment that refers to the overall aim of the first stage of the SIP cycle that seeks is to collect information on the situation of the Standards of the SIP framework. The use of the information gathered in Step 2 that stands to develop a three-year School Improvement Strategic Plan and a one-year action plan for school improvement. Under step one there are six different information collection activities which are called self-assessments and these activities are: teacher interviews, self-assessment by students including tests, parents, observation, and the student and school records. The second step of planning refers to reviewing the indicators of practice data for each standard, identifying priority standards for the



school and completing and 3-year School Improvement Strategic Plan and the Annual Action Plans, and undertaken are these two activities by school improvement committee. The third step of implementation refers to the overall aim of the third step of the SIP cycle of successfully implementing the strategic plan and annual action plans. The School Improvement Committee (SIC) is responsible to ensure the implementation of the annual action plan successfully. The fourth step, which is monitoring, refers to the overall aim of the fourth step of the SIP cycle that seeks monitoring the implementation of the annual action plan. Woreda staff, School Cluster Supervisors (SCS) and School Improvement Committee members monitor the implementation of the annual action plan.

### **The Domains of School Improvement Program**

According to MOE (2007) school improvement program is developed based on the result of the review of the best practices of the schools all over the country. Accordingly, The SIP has four domains in which every domain links to each other and aims at improving students' learning outcomes.

#### **2.5. Teaching and Learning Domain**

Quality of teaching is at the heart of successful schooling (Sammons et al., cited in Harris, 2005). In successful schools, teachers are well organized. Lessons are well planned and structured. These plans have clear objectives to communicate to the students. These are also sensitive to differences in the learning style of the students and teachers need to adapt their teaching style accordingly. In this regard, Ethiopia has made significant investments in teachers' development, and achieved remarkable results in regards to increasing the number of qualified teachers at schools, though the quality at entry of teachers remains low, as evidenced by the results of teacher licensing exams (GEQIP-PAD, 2018).

#### **2.6. Safe and Healthy School Environment Domain**

As indicated in Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community and it is essential for purposeful effort and achievement. Best

school leaders encourage good working relationships and overcome the worst effects of contrasting on developing positive environment, high achievement and progress. Effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which students learn. Characterized are effective schools by setting a clear and focused vision, a safe and orderly environment, a climate of high expectations for student success, and a focus on high levels of student achievement that emphasizes activities related to learning. These also include a principal who provides instructional leadership; frequent monitoring of student Progress, and strong home school relations (EIC, 2000).

School improvement is about the enrichment of student progress, development and achievements, so that most research evidence points towards the importance of teacher development. Collegial relations and collective learning are at the core of building the capacity for school improvement. This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins et al., cited in Harris, 2002).

Safe schools need a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs, and parents /guardians of children with special needs are actively involved in the school. So, teachers are responsible to use various teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (MoE, 2010).

## **2.7. School Leadership and Management Domain**

According to Harris and Muijis (2005) leadership can be defined as providing vision, direction, and support towards different and preferred state-suggesting changes. School leadership has become a priority in education policy because it is believed to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole

education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).

According to Waters, et al., (2003), school leaders must lead their school through the goal-setting process in which student achievement data are analyzed, improvement areas are identified, and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitor strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

The most successful school leaders are open-minded, ready to learn from others, flexible, have a system of core values and high expectations of others, and are emotionally strong and optimistic. It is asserted that successful leaders to make progress in schools face challenging circumstances. Successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. These key attributes are common to almost all effective school leaders (Day et al., 2010)

## **2.8. Community Involvement Domain**

There are always interaction and interdependence wherever society exists. The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents are indifferent about their children's progress and failure in school works and they throw away their responsibilities on school. On the other hand, schools are in no way to control the pupils out of school activities. It is the parents who should follow up their children as to where they are and what they do. In this regard, Assefa (1991) has noted that

a school is not an island speared from the rest of the community that it serves. Where the participation of community members in a school program is active, the objective of the school is easily achieved. If school community interaction operates as a continuation and strengthening of the formal education program, the success of projects will be supplemented by the knowledge acquired in the formal academic program. Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are generated for building classrooms and schools. PTAs and community members need to be active in advising on the benefits of education and in encouraging parents to send their children to school that increases access and reduces drop out. Financial resources are raised and used for various purposes. These include purchase of basic equipment and materials and hiring and paying contract teachers. PSTA involved in school management involve in preparing annual plans and follow-up disciplinary cases. In this regard, communities are expected to be funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PSTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005). According to MoE (2006) a school cannot succeed without the support of the parents and community. It is, therefore, essential for a school principal to develop good relations especially with parents. The simplest level is to ensure parents and communities are getting informed on what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed by each party and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

## Ways of improving Schools

Described in the above are issues related to SIP and their importance. The ways of improving schools depends on identifying key targets, approaches, and accordingly, Clark, (2012) ways of improving schools include:

- **Create a safe school** – is a place where a culture of inclusion and respect is established and is welcoming all students and making sure that students interact safely.
- **Ensure good order** – without good order, teaching and learning become a rather haphazard affair. Good order means discipline within the school environment.
- **Ensure a clean and well-maintained school** – a school that is clean, neat and well maintained is more pleasant for everyone. Cleaning and maintenance need to be part of a systematic and ongoing process with clear standards and regular monitoring.
- **Teachers teach** – if our teachers are in class when they are supposed to be and are well prepared, they teach every lesson successfully and completely.
- **Good work should be acknowledged** – teachers should be expected to be praised for good work and, where suitable, to display such acknowledgements on the walls of their classrooms and in the corridors of the school.
- **A range of extracurricular activities should be provided** – participation in extracurricular activities has a significant impact on how students relate to their school, provided the activities are well organized and provide opportunities for students with a wide range of interests to participate in the activities on a regular basis.
- **There should be fun events** - fun events for each grade and/or for the whole school have to be there to build a sense of belonging in each grade through shared experience.
- **Students should be involved in decisions that affect them** – part of the value of a representative council of learners and other management structures involving students is that they give them an opportunity to influence decisions that may affect them.

- **Parents should be involved in the school** – when parents become involved in the activity of a school, education becomes a family affair that is always good for pupils.
- **Parents and students should be kept informed** – keeping students and parents informed of what is happening makes them feel part of the school.

## **2.9. Continuous Professional Development (CPD) Program**

Teachers' CPD programmes contribute much for the enhancement of education quality as well as provide opportunities for teachers and educational leaders to be professionally capable. Many scholars define teachers' CPD in different ways viewing it from their educational perspectives and philosophical backgrounds. For instance, Ali (2010) and, Bubb and Earley (2009) define CPD as human resource development; continuing education and lifelong learning; teacher development; staff development; INSET; and as career and professional development. According to Guskey (1986) and Borko (2004), CPD is the provision of policy or other factors to school and teachers. Whereas Bolam (1993) as cited in Blandford (2000) understood CPD as teachers interest in improving own skills, knowledge and updating oneself. Bolam (2000) used the term CPD program to mean, training activities that engage teachers and principals following their initial certification and intended mainly or exclusively to improve their professional knowledge, skill and attitude. To him, CPD is a series of activities that are given to teachers and other educationalists to make them master in their profession.

### **Historical Development of CPD**

CPD is a recent phenomenon. According to Nicholas (2001), CPD was formerly known as in-service education, training, or INSET. He also stated that CPD was first developed in 1960's in Great Britain. According to him, the reason for its development was the reports given by John, Hale and Parry on the quality of teaching and related problems. Accordingly, highly trained and competent teachers were assigned as mentors to improve teachers' skills. This in-service training latter developed as CPD and then it was given to all teachers to update their skills. Hence, due to a continuing internal and external pressure on the education system, CPD has emerged and got

a wider attention. In support of this idea, Blandford (2000:66) pointed out that CPD program has gained demand due to increasing interest for quality of education and the need to improve teachers' skills. As a result, governments' involvement in the professional development has increased overtime. The program has become more structured, part of government policies and targets in many countries.

### **Importance of CPD**

Continuous professional development program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the change should improve learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance. In a research study on professional development of teachers reported by Guskey (2002) it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhance students' learning outcomes. Scholars such as, Fullan & Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan & Miles, 1992).

### **Principles of Effective CPD Program**

According Villegas-Reimers (2003) CPD has the following principles that help it become effective.

1. CPD is based on **constructivism** rather than on a '**transmission-oriented level**'.

2. It is perceived as **long-term process** as it acknowledges that teacher learns over time. Regular follow up support is regarded as an indispensable catalyst of the change process.
3. It is perceived as **a process that takes place within a particular context**. The most successful teacher development opportunities are 'on-the-job learning' activities such as study groups, action research and preparation of portfolios.
4. A teacher conceived as **a reflective practitioner**. The role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field.
5. Professional development is conceived as **a collaborative process**.
6. **Professional development may look and be very different in diverse settings**, and even within a single setting, it can have a variety of dimensions.

According to MoE (2003), the principles outlined in the Ethiopian context are: there should be an initial CPD program phase for all teachers to follow. It should focus on areas of identified needs that are common across the system. Staff development program will be more effective if all on-going activities are registered or documented. One key element of CPD will be the provision of courses related to the levels and status of teachers; the renewal of a professional teaching license that requires the completion of equivalent of stated minimum number of semester hours of record of their participation in CPD programs. The mentors will also keep records of all completed activities, classroom observations and meetings held with teachers.

### **Features of Effective CPD**

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (OECD, 2005:128).



According to Sparks and Louck (1990) features of effective continuous professional development include: Program conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities. And also, it focuses on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that is concrete and on-going over time, and ongoing assistance and support available upon request are the major features of effective CPD.

According to WestEd (2002) an effective continuous professional development program is one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community. Moreover, it reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, and teaching strategies. It also uses technologies, and other essential elements in teaching to high standards, promotes the continuous inquiry and improvement embedded in the daily life of schools.

### **The CPD Cycle**

The CPD Cycle is a carefully planned response to identified development needs. At each level (individual, group, institution, woreda, zone, region, and the Nation) the CPD cycle is similar (MoE, 2009). The major activities in CPD cycles are analysis of the existing situation, planning, doing, and evaluation. CPD analysis is related with the activity of selecting the learning needs of an individual, a group and an institution. This activity includes: self-assessment, peer review and selection of school CPD priorities, curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, and marking of students work. Additionally, giving feedback and advice for development, shadowing a teacher, action research, professional reading and research, visiting schools and teachers to see examples of good practice, sharing/showing good practice within a school, maintaining a

professional portfolio, team teaching, workshops, visiting experts, mentoring and discussion meetings are among the major activities of the CPD analysis MoE (2009b). Planning is part of the CPD cycle developed annually, preceded by priority agendas, and identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009). Doing is concerned with practical methodologies to realize the CPD needs in improving and updating the teacher performance. Such activities include curriculum reforms, planning, peer observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings. Evaluation is reviewing and to judge the effectiveness of the desired outcomes of the CPD action plans (MoE, 2009).

Generally, analyzing the existing situation, planning, doing and evaluation are the major actions and variables of the CPD cycle.

### **The major activities in CPD**

#### **Induction**

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). Induction is an intended activity to help beginners and/or new staff to properly perform their duties. This is because the first year of teaching has always been difficult as almost any serving teaching will testify. Newly hired teachers need to understand how the system is functioning and how they fit into it. Induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong process (Gray, 2005).

#### **Portfolios of teachers' professional development**

Portfolio is a compiled complete record of teachers' professional development initiated throughout a year. Portfolios are purposeful collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and

motivation of teachers (Falk, 2001). In the past few years, portfolios have gained increasing support in education from students, teachers, and school administrators for a variety of reasons. Portfolios were initially introduced to address a variety of student assessment concerns regarding the genuineness of tasks, learning over time, and the application of knowledge. In addition, portfolios reflected and integrated many current theoretical perspectives on teaching and learning like peer coaching (McLaughlin and Vogt, 1998).

A portfolio, as defined by Riggs and Sandlin (2000) is a collection of items gathered over a certain period of time to illustrate different aspect of a person's work, professional growth, and abilities. However, in teaching, a portfolio is usually a tool used to engage teachers and students in discussions about topics related to teaching and learning (Villegas-Reimers, 2003).

A teaching portfolio is a purposeful collection of evidence assembled by a teacher consisting of descriptions, documents, examples of good teaching, and a teacher's thoughts on their educational practice (including illustrations of its complexity). The use of portfolios in the teaching profession began during the late 1980s in the work of the Teacher Assessment Project at Stanford (Wolf, 1991). According to Wolf (1991), as an alternative form to assessment, portfolios represented a way to define, show, and store - evidence of a teacher's knowledge and skills that are based on multiple sources of evidence collected over time in authentic settings (in Delandshere and Arens, 2003).

### **Continuous professional development (CPD) in Ethiopia**

In Ethiopia, continuous professional development can be placed into two categories (MoE, 2009b). These are updating and upgrading of teachers in CPD. Updating, is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. upgrading, is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert certificate to diploma, a diploma to a first degree or first degree to master's degree.

The plan set for staff development includes introduction of relevant pre-service and in-service teacher training and development for professional competence. To this effect short-term training such as workshops for teaching and learning in the higher education diploma programs for teacher certification are being implemented.

To facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The duty of the Task Force was to explore the quality and effectiveness of the teacher education system. The Ethiopian Teacher Education System Overhaul (ETESO) has emerged based on the quality and effectiveness of teacher education study. These presupposed teacher development programs including school based CPD, stated in the new Education and Training Policy [ETP], (TESO Task Force, 2002).

The study report of the task force showed that the Ethiopian teacher education had multifaceted problems, and this led to a complete teacher education system overhaul, hence, the emergence of TESO. The Ethiopian Teacher Education System Overhaul (TESO) was created to improve the overall quality of education based on the new education and training policy. This was to be accomplished through teacher training and overall professional development of teachers and other personnel.

The TESO-CPD strategy had three steps to be accomplished at a school level: induction, the proper CPD training, and individual CPD. the former two are modular approaches planned for two successive years. Induction is a program for newly deployed teachers having four modules, two per year to be practiced in the actual teaching with mentors. The proper CPD on the other hand is for those teachers who are already in the system or required to meet the objective of licensing. In order to increase the effectiveness of teachers the Government accomplished various activities.

As a kind of new initiatives, systematic practice of professional development and improvement of teachers' competence is an important component of the program (World Bank, 2004). In line with this, the Ethiopian Ministry of Education (MoE, 2008) developed a General Education Quality Improvement Package (GEQIP), a five-year plan (2008/9 -2011/12) that comprised of six

pillars: Civics and Ethical Education, Curriculum, Information Communications Technology, Management and Leadership, School Improvement Program (SIP) and Teacher Development. One of the major areas of concern is school-based Continuous Professional Development program. These days, as stated by MoE (2007a), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand-in-hand with the vision, mission, goals, curriculum development and renewal of career development.

The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

The challenges for improving instruction and the need to enhance of students' achievement both require professional knowledge and skills. One of the strategies in addressing these challenges is to enhance pre-service and in-service training of teachers. According to Amare et al., (2006), the government acknowledges the key role that teachers play in education quality and places teachers at the core of its quality improvement strategies. This demands evaluating different alternatives to design and implement suitable teacher professional development program. Thus, the MoE has developed CPD program strategy for improving teachers' quality through in-service training program (MoE, 2003).

The Education Sector Development Program (ESDP), which is re-planned every five years, was introduced in 1997 as a vehicle for implementing the 1994 ETP, and to meet the envisaged universal primary education by 2015. The ESDP has recognized that the capacity of the teacher training system needs to be improved in order to provide qualified teachers necessary to teach the greatly increased enrolment. It has also identified the need to improve the quality of teaching force.

In ESDP III, the government attached significant priority to pre-service and in-service teacher training (MoE, 2005). One of ESDP III key strategies were stated in a way to improve the quality of education, and emphasis was given to improve the academic qualifications as well as the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts were exerted to have teaching staff that are well motivated, disciplined and endowed with ethical values.

Ethiopia has made good progress in addressing educational access in the last two decades and has begun working in quality issues. This has been expressed by Aga (2009) that the Ethiopian government has shifted its attention from expansion to improving the quality of education. Quality of education was vouchered with an initiative called 'General Education Quality Improvement Package (GEQIP) of 2008. By then the package consisted of six programs; School Improvement Program (SIP), Teachers Development Program (TDP), the civic and ethical education improvement program, Management and Administration Program (MAP), Curriculum, Textbooks and Assessment (CTA) program, and Information and Communication Technology Development program (ICTDP). Accordingly, as part of teachers' PD, CPD program was re-designed and was put into practice to update teachers with new outlooks, approaches and policy directions.

Focusing on improving the teaching learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes; CPD program was developed in a modular approach and introduced on accurate implementation in all primary, secondary and preparatory schools. The TDP guideline indicates that CPD is a program that enables teachers to be efficient and effective in their teaching life through experience and continuous learning; improve their professional skill and knowledge on on-going basis and upgrade their professional level (qualification). As noted earlier, the CPD program was designed to have two forms as upgrading professional level and updating or improving professional competency.

**1. Upgrading professional level program:** the process by which teachers can choose to participate in additional study at appropriate times in their career; e.g. convert a certificate to a diploma, a diploma to a first degree, a first degree to a master's degree through regular, summer, evening or distance programs (MoE, 2007).

**2. Updating or improving professional competency program:** is a continuous process in which every professional teacher participates during their career as a teacher, and focuses on classroom practices. This we call CPD is made up of two components; the first one is a two year induction program for NDTs while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time (MoE, 2005). CPD for in-service teachers has four types; induction program, higher diploma program (HDP), English language improvement program (ELIP), and proper CPD (MoE, 2007).

CPD program was developed for in-service teachers that focus on clearly articulated priorities; providing on-going school based support to classroom teachers; deal with subject matter content as well as suitable instructional strategies and classroom management techniques; and create opportunities for teachers to observe experience and try out new teaching methods. As (MoE, 2009), teachers are expected to develop through their CPD.

### **Importance of CPD Program**

As CPD is right of teachers as well as of a great value for national development (Barrow, et. al., 2006), staff in a school must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programs should include school principals, teachers, technical and administrative personnel. The ETP 1994 set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-cantered teaching methods. Hence, in Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes.

The future of any country depends on the quality of human resource and technical ability. To have a qualified human resource with such ability, one time training is not sufficient. In this

regard, Fullan (1991) noted the following: if schools are to become responsive institutions, they must participate the teachers in them to purposefully engage in the renewal process. Moreover, there are also many research evidences on the importance of the continuous professional development as one of the mainstays in the improvement of teachers' professional skills. On the other hand, Craft (2000) also listed some reasons as to the need for CPD to improve the job performance skills to the whole staff or groups of staff; improve the job performance skills of individual teacher; extend the experience of an individual teacher for career development or promotion purposes; develop professional knowledge and understanding of teachers.

In outlook of all the above facts, somebody undoubtedly understands that continuous developmental training must be considered as a normal discourse for teachers to work through their entire career. Therefore, the success of this practice needs active participation of all stakeholders such as school principals, teachers, supervisors, officials, experts of the education sector, and so on.

### **Practices for Effective Implementation of CPD Program**

Implementation is the vital phase in any type of CPD activity. Yaekob (2009) indicated that, careful planning, open communication, cooperation among implementers and support obtained from different directions are important factors that need to be considered in implementing a CPD program. This is because CPD is viewed as a means of improving learner performance and the production of required skills. Effective professional development may have a positive effect on teacher knowledge and motivation as well as in improving students' learning. However, the general acceptance of professional development as essential to improvement in education, literature has consistently pointed out the ineffectiveness of most programs (Clarke and Hollingsworth's, 2002; Cohen and Hill, 1998; Kennedy, 1998 cited in Elizabeth 2011). However, carefully planned and executed CPD, and wilful involvement of teachers in a school is one factor to make the CPD effective. Yet, different practices have varying effectiveness.



## **2.10. Information communication Program**

ICT is a generic term referring to technologies used for collecting, storing, editing and passing on information in various forms SER (1997). Information and communications technology or technologies (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning (Phiri, 2016). Though the ICT use in Ethiopia is lower level than other countries, it seems that the situation has been improving recently. For example, the number of the Internet users has increased more than twenty times in the last decade. The Government of Ethiopia as part of its ICT4D process is currently implementing a number of major projects and initiatives including: the public sector capacity building (PSCAP), the Ethiopian School Net project, Woreda Net project and the E-service program among others.

Advanced countries have integrated ICT in the education system and these days the coming of COVID-19 has shown the paramount importance of ICT. Some typical characteristics of the developed countries are that almost all classrooms are equipped with computers and other ICT tools. The student to computer ratio is high; Internet is available in all schools making it easy for students to access materials. These days curriculum revision requires ensuring nationwide ICT integration as delivery of education is becoming increasingly online (Bangkok, 2004). Integration of ICT in schools in developing countries especially in Africa is slow and uneven (Farrel and Shafika, 2007).

### **School Net Initiatives**

The concept of a School Net (School Network) has spread since the mid-1990s, when the Internet began to be used more widely in education. Individual definitions and activities of School Net vary but a School Net can be described, in general, as a network which is set up to support effective use of the information and communication technologies (ICT), particularly the Internet, for enhancing education, and for encouraging greater communication and co-

operation among a network of schools (Scimeca, 2009). School Net has become a strong voice for ICTs in schools and the education sector.

### **School Net system in Ethiopia**

The proposed implementing strategy is guided by the need to develop programs and initiatives the implementation of which will progressively facilitate the process of integrating ICTs into the Ethiopian educational system. Generally, the process of implementation of School Net systems goes through a number of stages: starting from the implementation of what could be describe as the basic minimal model with very little integration of ICTs into the teaching, learning and management activities of the participation schools; through a partial integration stage to what could be described as full integration (full integration model) stage. Basically, the minimal model is characterized by schools getting involved in ICT-in-Education initiatives on a self-selection basis.

The School Net project arised from the need to integrate ICTs into Ethiopia's educational system. It was designed to develop a wide-area network linking all schools in the country and making internet and online education accessible to them. The initiative constitutes a key component of e-service program and aims at the application of ICTs for purposes of teaching and learning. The broad objectives of this initiative are to:

- Effectively deploy and utilize ICT to facilitate teaching and learning in Ethiopian schools;

- Ensure that ICT and other educational delivery technologies are developed and effectively used to manage and administer the processes of teaching and learning;

- Broaden access to learning and other educational delivery technologies to a wider section of pupils within the Ethiopian school system;

- Support teaching and learning and improve the efficiency and effectiveness of administrative an service-delivery processes within the school system;

Promote and facilitate access to educational services and resources;

Ensure that school administrative, teaching and support staff all have access to ICT resources to enhance their effectiveness and efficiency;

Developing educational delivery infrastructure capable of delivering a wide range of educational application systems;

- Provides access to educational services and resources for the benefit of learners, teachers, and administrators. The implementation of the on-going national School Net project can be seen as an aspect of the implementation of the ICTs in Education sub-plan of the ICT4D-2010 plan (Dzidonu, 2006). The key elements of the ICTs-in-Education Implementation Strategy are defined in terms of a number of core activities grouped under three main initiatives namely the:
  - Ethiopian National School Net Initiative
  - The National ICTs in Higher Education Initiatives
  - The National ICT Education, Training and Awareness Initiative

The joint initiative by the Ministry of Education and UNDP is probably the most visible project in the country with a total of 181 schools equipped with a minimum of 15 networked computers per lab all connected to the Internet.

A key activity of the implementation strategy should, therefore be targeted at the mobilization of the requisite financial and other technological resources by the Government to support the Ethiopian ICT-in-Education program. To have efficient and effective e-service in Ethiopia, one of ICTs activities, such as School Net implementation shall be managed in accordance with acceptable theories and practices (Kassa, 2012). Conducting research on School Net practices to evaluate its effectiveness and identifying the major reasons that adversely affect its success may help e-service officials particularly Ethiopian ICT Development Agency and Ministry of Education:-

To bring improvements in overall School Net activities,

To generate knowledge in respect with underutilization of resources and a means to get rid-off,

To provide different techniques in manipulation of School Net requirements with best level of competency,

To create the prospective of successful implementation and getting away from the problem of mismanagement and underutilization of resources.

### **School Net Implementation**

School Net offers an increasingly wide range of technical services and implementation supports (including professional development) to facilitate use of the system and foster data-driven practices (Bangkok, 2004). District leaders are the driving force in implementing School Net. These leaders determine which School Net products and services to lease or purchase, and then to whom, when, and how the data system will be introduced and used. In these initial decisions and subsequent implementation, School Net serves as a supporting partner and advisor. School Net representatives and administrators in each district viewed the full School Net implementation as a lengthy process that would occur over years rather than months. District staff who worked closely with School Net representatives shared a common understanding of the reform, how it supported district goals, and the overarching implementation plan.

### **2.11. Civic and Ethical Education**

#### **The Concept of Civics and Ethical Education**

The subject Civic and Ethical Education was derived from two different fields of studies: Civics and Ethics, to conceptualize Civic and Ethical Education as an education. The word "Civics" is derived from the Latin word civic which means a citizen and civitas meaning a city-state. Both these words may have given birth to the social science known as civics. Citizen is a person who is a legal member of a particular political community/state and who fully exercises rights and responsibilities bestowed to citizenship (Michael, 2017; Meron, 2006). Meron (2006) defined civics as an education that deals with the relationship between government and the citizens. In

the same vein, some scholars defined civics as a branch of social science that deals with the rights and responsibilities of citizens (Ibid). Addis (2013) by making combination of the many definition given by different scholars defined civics as a branch of knowledge dealing with various aspects of social life of citizens, paying special attention to the rights and duties of citizens and about citizenship, government/state, how the state/government works, what rights and responsibilities a citizen has in the state. In general, rights and duties took pivotal point in civics as an education.

## **Ethics**

The concept of ethics has been defined by many philosophers and ethicists differently in different times. Tena (2015) cited in Michael (2017) defined ethics as the value given to the human tradition, custom and character and the study of human behavior. For Addis (2013) ethics is concerned with moral issues and standards and codes of behavior an individual should demonstrate in his/her profession and his community. Ethics as to Rich (n.d.) cited in Michael(2017) is a systematic approach to understand, analyze, and distinguish matters of right and wrong, good or bad, desirable or undesirable, acceptable or unacceptable to the well-being of human. Similarly it has been defined in MoE Grade 9 -12 CEE student text book, Ethics, as a branch of philosophy, that deals with what is right and wrong, just and unjust, and refers the accepted norms ( MoE, 2006).

Civic and Ethical Education was introduced to the school curriculum with different contents and objectives from its predecessors (Michael, 2017, Meron, 2006). In 1994 Ethiopian Education and Training policy was developed to meet transformed national socio-economic and political makeup of the country and hence democratic civics education was incorporated in to the school curriculum with new goal to play a great role in developing democratic national unity (Endalcachew, 2016).

In terms of contents and objectives, the Civic and Ethical Education of the EPDRF regime varied from the two a priory governments as it contains the actual nature of the discipline such as citizenship, morality, democracy, constitution, human rights, justice and equality with which students acquired basic knowledge, skill and values in political and some legal aspects to be well

informed and active participants in democratic society (Michael, 2017, Meron, 2006). Nowadays, in Ethiopia the subject civics and ethical education is delivered in the primary, secondary and higher education levels (Gosa and Desta, 2014; Tesfaye et al., 2013) and derived its contents heavily from political science, economics, philosophy, law, ethics and other related disciplines (Ethiopian National Agency for UNESCO, 2001 in Endalcachew, 2016). As Yamada (2011) noted the inclusion of CEE in national education strategies since 1993, was that the Ethiopian government demanded to cultivate a collective identity amongst more than eighty formally recognized ethnicities. A few of descriptive studies explored why and how the Ethiopian government has made multiple reforms to civics education curricula for grades 1-12 (i.e. restructuring to correspond with national elections that took place in 2000, 2005, 2010, 2015, and the current election that underwent recently). In short, the federal government has focused on Civics and Ethics Education (CEE) as a means of establishing a collective 'Ethiopian identity' among different ethnic groups in the decentralized, ethnically federated states (Yamada, 2011); MoE (2006) disclosed the reason contrary to Yamada (2011). It stated that the main objective of educational system is to address societal responsibility through producing good and responsible citizens.

Furthermore citing the FDRE constitution and MoE, CEE grade 9-12 students textbook (2002), Addis (2013) unearthed some chief forms of civic responsibility as follows.

- Voting, studying, analyzing, and evaluating Issues critically to avoid prejudices and biases;

- To make every legal effort to limit government to its constitutional power and jurisdiction;

- To participate in voluntary and free services to the community, the country, when conditions require and where it is appropriate;

- To take care of one's family;

- To respect the rights of other individuals and groups,

- To promote tolerance and value diversity and pluralism,

- To pay fair taxes, and, etc.,

## **Goals and objectives of CEE in the general education system**

One of the objectives of Civics Education is to promoting civics dispositions and commitments of fundamental values and principles required for competent and responsible citizenship. Thus, the first goal of Civics Education is to promote/develop civic interests, commitments and minds of citizens (Meron, 2006). The second objective of Civics Education is to develop the participatory skills required to monitor and influence the formulation, implementation, adjudication and enforcement of public policy as well as participation in voluntary organizations or efforts to solve community problems. In this regard, Civics Education aims at equipping students with participatory skills (Ibid). The third objective of Civics Education is to enrich citizens intellectual capacity that enables them monitor and influence government rules, decisions and actions that significantly affect individual rights. It also helps citizens to evaluate information, to take sides and defend their position in public policies. Therefore, Civic Education provides them with the basic knowledge and skills about their government and society (Ibid). It set the following objectives.

Civics and ethical education aims to create:

- Democratic citizens who safeguard their rights and respect the rights of others.
- Citizens who work within the provisions of the constitution and abide by the rule of law.
- Patriotic citizens who uphold the democratic ideals and the principles of the constitution as well as defend the sovereignty and territorial integrity of their country.
- Responsible citizens who nurture tolerant culture and resolve differences peacefully.
- Industrious citizens who are self-reliant.
- Citizens who are active participants in the political process of their country and dedicated to work for the common good.

- Citizens who have a decision making capacity on the basis of knowledge and objectivity. (Civics and Ethical Education Grade 9 & 10 Syllabi)

### **The Influence of CEE in Students' Character Development**

The influence of CEE on the character development of students is multifaceted and be broadly categorized as positive and negative impacts. Positive influences are those characters of students observed in the face of the society and are accepted by the society as amicable practices in showing the principles and values of democracy and as good code of conducts, ethically. The negative influences are attributes described to problems in relation to ethics, moral and value educations; and are those traits of students that are not in line with the accepted values and norms with regard to ethics and morals and are considered by the society as bad characters, democratically.

### **Positive Influences**

Civic knowledge and skill: Civic knowledge is concerned with the content or what citizens ought to know. In that the knowledge component is embodied in the form of three significant and enduring sources of knowledge as enumerated here under. There are sources of knowledge which every thoughtful citizen does or should engage in:

- Civic life, politics, and government
- II. The foundations of political system
- III. The purposes, values, and principles of democracy (Fisiha, 2004; MoE CEE grade 9-12 students' text, 2002)

The second essential element of civic education in a democratic society is civic skills, where the intellectual skills essential for informed, effective, and responsible citizenship sometimes called critical thinking skills. Another intellectual skill which good civic education fosters is that of describing the ability to describe functions and processes such as legislative, checks and balances or judicial review is dedicative of understanding. (Branson, 1998; Fisiha, 2004; MoE CEE grade 9-12 students text, 2002)



## **2.12. Education Leadership and Management program**

### **The Concept of Leadership**

Concept of leadership is not easy to define in a single sentence using single idea. However, the concept revolves around one central issue that is achieving organizational goals through involving people directly and indirectly in the activities of organizational goals attainment. This helps the effectiveness and wellbeing of the institution. Despite these facts, the term leadership is different thing to different scholars. According to Tigist (2015), the differences are grounded on leaders' abilities and personality traits. Tigist (2015) and yukl (2008) pointed out the different concepts of leadership due to different focuses which are related to either of cognitive versus emotional orientation, individual versus group orientation, self-versus collective interest. Scholars like Chemars (1997; Mark Brundarett (2003) cited in Tigist (2015) define leadership on the ground of influencing others. For them, leadership is getting work done through other people who understand and work towards organizational objectives. This is true for a number of scholars like yukl (1999) who defines leadership as inciting, supporting, inspiring, and encouraging building trust in the followers.

### **Theories of Leadership**

According to Musaazi (1988) there is nothing as practical as a good theory. Hence, we have two successive goals with regard to understanding the components that comprise theory and incorporating this knowledge into the theory of leadership. Like any theory, leadership theory has to answer three key questions: what, why and how (Fiedler, 1967). "What" refers to the constructs analyzed, or the target of theorizing; "how" explains the methods we use to create interrelationships between constructs of the theory; and "Why" represents the conceptual assumptions behind these relationships. Thus, in leadership theory the "what" represents the goal that the leader aspires to attain, the "How" explains the way the leader reaches the goal, and the "why" explains the reasons behind selecting this particular method for attaining the goal.

### **Transformational Leadership**

Transformational leadership is centrally expressed as transforming institutions by being committed, supporting others to be committed, and facilitating conditions for changes and better future. According to Leithwood cited in Seyoum (2014) transformational leadership focused on building organizational vision, establishing goals, supporting and stimulating the followers, setting and materializing values expecting high performance and mobilizing the stakeholders towards achievement of goals, applying the art of collective leadership styles. According to Barnett, McCormick, & Connors (2001) transformational leadership is the capacity of leaders to influence others towards school transformation in a continuous manner. Transformational school leaders work towards empowering, supporting and persuading school communities and other stakeholders to do their best in bringing the desired changes in schools. Generally, it is related to improving and transforming schools. Yukl (1999; Awelu (2012) and Northouse (2007) argue that transformational leadership is the way of creating conditions among followers and other stakeholders towards changes and innovations in schools.

### **Transactional Leadership Theory**

Transactional leaders are leaders who have the capacity to communicate with self and others. Thus, they need suitable conditions and prefer peaceful leaving. For this reason, they are reactive to stimuli rather than proactively acting as transformational leaders Bass (1997). Their creativeness is not strong. Thus, they lacked the desired capacity to innovate and let others be innovative. Unlike transformational leadership style transactional leadership focuses on the link between the effort and reward. Leadership is responsive rather than proactive reward punishment and controlling of followers (Ibid). In the transactional leadership, leaders have technical knowledge to determine changes (Bass, 1998). Since they are not proactive their decision making role is less effective when we compare them with transformational leaders.

### **Contingent Leadership Theory**

Schools are full of controversies and problems challenging new ideas, new approaches to change unique ideas and the like. It is school leader (principal) that treat these issues accordingly (Morgan, 2006; Bush, 2007; Gamage, 2009; Liethwood et al, in Bush, 2007). These

further elaborate contingent leaderships as choosing proper strategies for various problems, designing appropriate mechanisms to maximize successes and taking risk to achieve the set goals. This leadership theory is suitable for principal leadership who should be flexible, adaptable, collaborative, facilitating both social and natural environment motivating and accordingly communicating and increasing commitment.

### **Servant Leadership Theory**

According to Greenleaf (1977) servant leadership is giving emphasis to the Client and the needy. Thus, it is the way of serving rather than leading. Scholars like Rost (1991) agree with this idea and define servant leadership as serving first and leading later. For OECD (2001a), servant leadership bases on the modern principles of leadership, because the current values and beliefs of leadership are related to serving others (Ban, 1985).

### **Instructional Leadership**

Different authors defined instructional leadership as the behaviors and actions taken by the principal so as to enhance learners' achievement growth (Leithwood, 1999). Regarding to this idea Pawlos and Oliver (2008) state that instructional leaders have to play the following important roles in the schools. These roles of instructional leadership are as follows: program coordination, program evaluation, direct assistance, action research, and curriculum development. Leaders of this era, have three major functions related to creating vision, persuading groups, to acting together to attain institutional goals, and on impact on high achievement of the institutions (Letchwood and Rehl, 2003).

### **Practices of Principal Leadership**

Principals have number of practices related to their leadership. According to the Wallace Foundation (2012) principal leadership practices are categorized in to five areas. These are deliberated as follows.

### **Shaping a Vision for Academic Success of Students based on High Standards**

Shaping vision is related to developing school wide vision of commitment for the success of all students. This is generally setting and keeping standards for students' achievement. One of the

better practices of principals is working towards high students achievements (Wallace foundation, 2008). This commitment emerged out of high expectation of students' achievement. To materialize their high and positive expectation, principals do their best in improving schools, scaling up best practices working with stakeholders and managing changes, and innovation. In principle the 21st century leaders are visionary who create and communicate ones vision. The created vision should be accepted by the staff. Thus, principals should great vision of education sector. According to Chang (2005), vision, has strong power to motivate staff, to this end, principal are expected to share vision of the school to the school community and set strategies to increase the commitment of the staff to change the vision too action.

### **Creating Climate Hospitable to Education**

Creating climate is related to creating an atmosphere in which students feel supported and be effective. To this end, principals support and motivate teachers to work hard to act together to less modern ways of teaching and facilitating students learning. According to the GQEIP document, maintaining peace, and security in schools, and facilitating conditions for staff development MoE (2008). Making schools safe for students and staff, creating strong bondage with parents and other communities, democratization, the schools, data based actions and decision making is one of the practices of principals in schools that they are leading. One of the secrets of successful schools is related to community support. Community support can be maximized by the efforts of efficient principals (Goff, 2003). Community participating according to Eman (2006) is one of the key factors for school improvement. This is when the community support schools by financing contributing innovative ideas effective community participation is depend on effective and persuasive communication facilitated by principals. According to Herrgrealses et al, (2008) school leaders will increasingly need to lead out there beyond the school, as well as with in it, in order to maximize community involvement in schooling.

### **Cultivate Leadership in Others**

Capacitating school community and communicating important issues to the teachers and non-teaching staff and students in schools is essential. These include community members out of school. Essential is exercising collective leadership experiencing common decision making and

getting aware about the school system, creating common areas of understanding on school culture, the set vision, the stated mission, and the developed values.

### **Improving Instruction**

Modern principal leadership focuses on making instruction effective. Thus, principals need to design mechanism on how to evaluate the effectiveness of instruction the teaching learning approach that directly contribute for students achievement. In the cause of improving instruction effective principals to be advantage of the collective culture they work to create in their schools. These become effective through planned supervisions services and continuously filling capacity gaps. Students learn better when there prior knowledge is widened and when their misconceptions are restructured and replaced by scientific ideas (AIR: 2014). Principals should know these realities and support students learning accordingly. According to Coleman et al, (1966) quality curriculum and applying principles and methods of modern teaching are the two pivotal factors for better student learning.

### **Curriculum Improvement Program**

Curriculum is the foundation of the education system. The Ministry of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectations...describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by them in is try and how well the students in their school are achieving those expectations, (EIC, 2000). Teachers should understand a curriculum, and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom. It is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2007).

### 2.13. Framework

The study used the framework given below. The framework indicates the major pillars of GEQIP and called program framework. The framework guides the conception of the study that emanates from the GEQIP program and its components.

GEQIP Framework in the context of the study

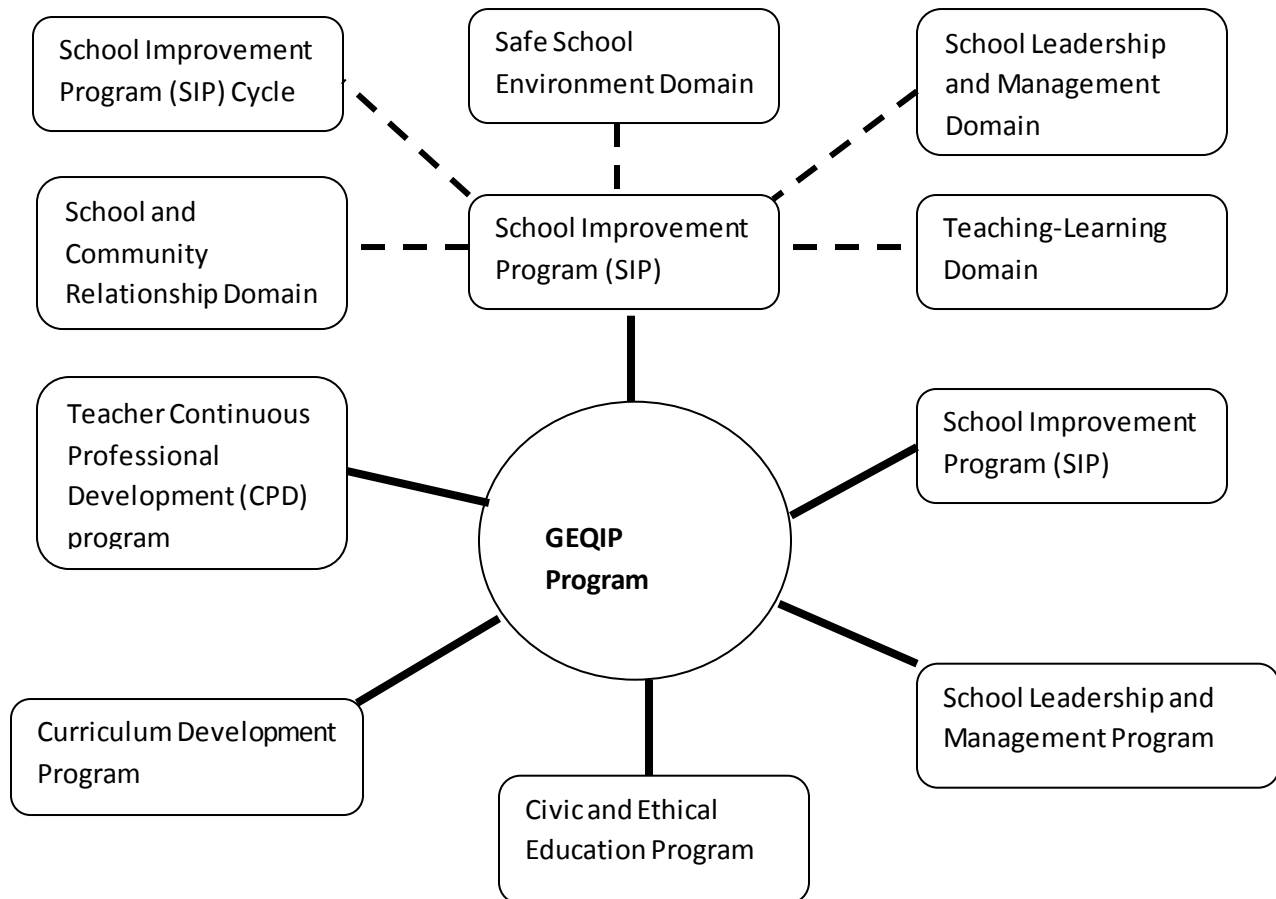


Figure 1. GEQIP Program, Components and sub-components

## **CHAPTER THREE**

### **METHODOLOGY**

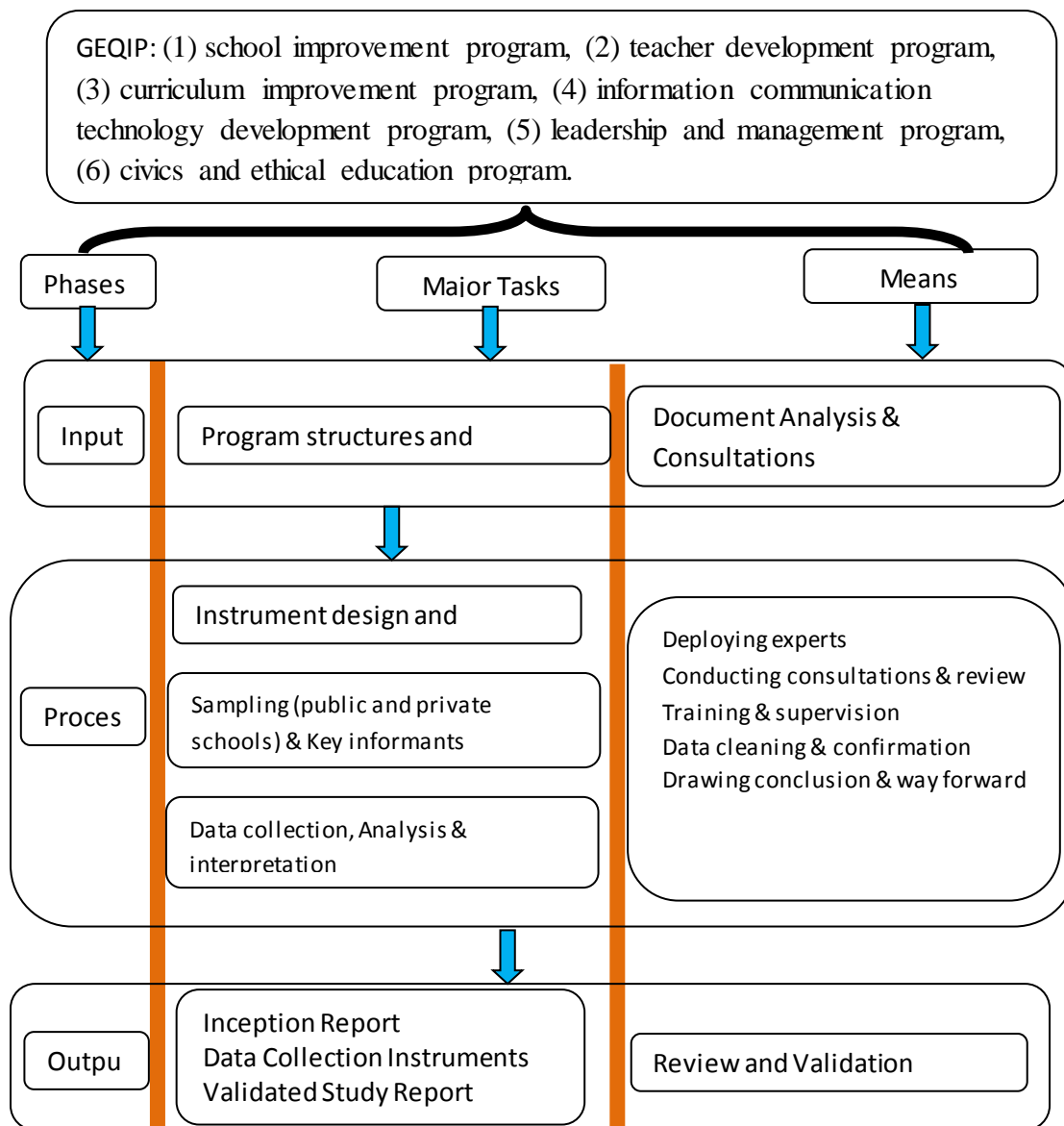
#### **3.1. Introduction**

This chapter presents the methods followed to conduct the study. It reiterates the sample, sampling, data collection tools and approaches, and the methods of data analysis and interpretation.

#### **3.2. Assessment method**

We conducted the assessment using a combination of quantitative and qualitative methods. Given the scope of the work and the relatively short period of time allotted for the entire assessment study, it was necessary to employ different methods in a flexible manner to permit several tools (questionnaires, semi-structured interviews, FGDs and observations) and data sources (teachers, principals, supervisors, experts in the woreda, regional and federal levels, and PTSA members and documents). The use of quantitative and qualitative methods made it possible to gather not only in-depth information but also dependable data that could be triangulated, as it was collected from different groups of stakeholders using different tools.

The study sites, technical and methodological approaches of the study, sources of data, sampling techniques, data collection instruments, employed procedures, associated data analysis methods and ethical considerations, including quality assurance mechanisms, together with process framework were considered and described below.



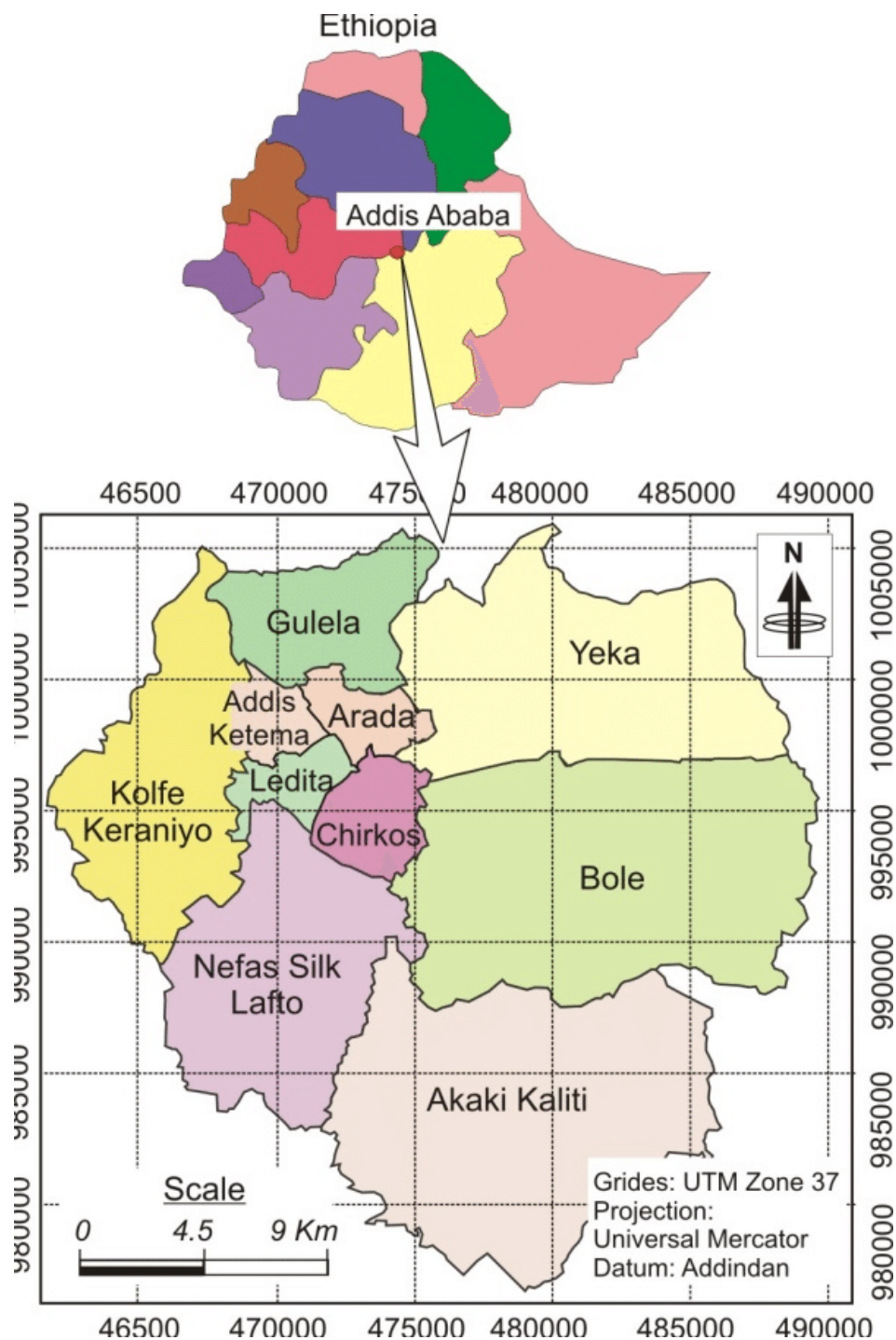
**Figure 2. Process Framework**

### 3.3. The Study Site and Target Population

The study site was Addis Ababa City Administration, which encompasses formally ten and currently eleven sub-cities. The data for the assessment were gathered from scientifically sampled and selected sub-cities considering their geographical location – central and periphery. Data were collected from all possible sources within the selected sub-city, teachers, principals, supervisors, PSTA members Addis Ababa bureau of education and sub-city education Office heads, Teachers & Education leaders, Curriculum Preparation & monitor Directorate directors.



Data were also included Education and Training Quality, Professional Competence & Assessment Assurance leaders.



**Figure 3. Map of the study area (to be updated upon issuance of new map)**

The study was conducted through the following technical and methodological approaches.

### **3.4. Technical Approaches**

Before engaging in the study, the following technical approaches were used for the smooth execution of the activities related to this study.

- a. Consultative meetings were conducted with concerned bodies, to create a common understanding of the tasks and approaches;
- b. Conducted a kick-off meeting involving officers and experts from the Authority;
- c. An inception report was developed and submitted to the Authority;
- d. Worked closely with the Authority to ensure quality deliverables.

### **3.5. Approach to the Study**

The assessment of the implementation of general education quality improvement program used the following methodological approaches.

#### **Research Method**

According to Creswell (2003) research method is the choice of research approach (quantitative, qualitative and/or mixed) based on the nature of investigation. In the same manner, Quirk (1979) states that the design and methodology of a research is determined by the purpose of the study. The aim this study was dealing with the implementation of General Education Quality Improvement Program in Addis Ababa primary and secondary schools. The study also considered factors affecting the implementation of GEQIP in the City. To get relevant data for the study, both quantitative and qualitative research methods were used. Scholars like McLaughlin (2001) support with this idea. According to him, qualitative approach helps the researchers to get data which may not gain through quantitative means. Therefore, in this study, a mixed approach involving both quantitative and qualitative methods were employed so as to collect extensive data and used to assure findings from different data sources through triangulation instruments and to draw valid general conclusions.

## **Conducting Consultative Meetings with Relevant Stakeholders**

Discussions were conducted with key stakeholders on the inception of the research (officers of the Authority and concerned experts), and improvements were made to the inception report as a result of the discussion. Within a week, the revised inception report and data collection tools were submitted to the Authority for further enrichment of the documents and validation of the data collection tools. We also conducted a one day validation of the data collection tools. After line-by-line editing and following receipt of the green light from the Authority, data collection started after a half-day briefing training with the supervisors and enumerators. In the meantime, our firm and the team of experts consulted different information-rich participants who are knowledgeable about GEQIP who had been in the system. Documents were collected for better triangulation while the data collection was on-going.

### **3.6. Methodological Considerations**

Based on the consultative meetings and the agreed upon quality standards, the following methodological approaches were used to conduct the study.

#### **3.6.1. Data Sources**

The data for this study were collected from different education sectors and individuals with relevant information. To do so, relevant data for the study were generated from both primary and secondary sources. The primary sources of the study were key informants from sub city including Education Bureau Leaders, sub-city and Woreda education office heads, secondary schools and cluster supervisors, principals, vice principals, teachers, students, and PSTA members. These participants were taken as primary sources for they have direct roles in supporting the implementation of GEQIP and having better ideas about the programs. Moreover, information had been collected from secondary sources such as: documents related strategic and action plans, reports, checklist, minutes.

### **3.6.2. Study Design**

According to Best and Khan (2003), Descriptive survey design is appropriate to describe conditions that exist, opinions that are held, processes that are going on, and trends that are developing. Moreover, descriptive survey research design has the capacity predicting the future on the basis of findings on prevailing conditions, and on-going implementation. In line with this, Jose and Gonzales (1993) stated that descriptive survey research gives a better and deeper understanding of a phenomenon that helps as a fact-finding method with adequate and accurate interpretation of the findings. Thus, the design was preferred on the ground that practice, opportunities and challenges of implementing GEQIP in general and each of the components of GEQIP in particular are better perceived from the opinion survey of the school leaders and stakeholders, and implemented in accordance to the intended objectives. In addition, the conditions for the on-going implementation of GEQIP and that of meaning making to help develop policy input, qualitative methodological approaches were used. For these reasons mixed research methods design was used in this study.

### **3.6.3 Population, Sample Size and Sampling techniques**

There are different ways to identify respondents/participants/ in a mixed research design, depending on the type of research approach, the paradigm and the research question. Patton (1990) has remarked that identifying participants for qualitative research depends upon the 'richness of information' (p. 238) participants are equipped with, while identifying respondents for quantitative research depends upon the nature of the business and purpose of the study, and representation of the population under study.

In gathering qualitative data, 'there is no direct relationship between the number of participants and the quality of a study; questions of number are answered in reference to research questions and levels of analysis' (Hatch, 2000, p.48). That is, the size of the sample depends 'on what you want to find out, why you want to find it out, how the findings will be used and what resources (including time) you have for the study'(Patton,1990, p.230).

For descriptive survey research, it is crucial to determine an appropriate and representative sample size to ensure acceptable data collection. To this effect, using the minimum sample size formula for simple random sampling as developed by Cochran (1963), for a 95% confidence interval at a 5% margin of error, and considering the optimal values for proportion of response of interest, the sample size for this study was computed.

As sample size is one of the determinant factors of the research output, great care was made in sampling and systematic /biasing errors through increasing the sample size and making the samples to be representative (by well-designing the probability sampling techniques). Basically, two sample size determining strategies were used. Census and Yamane's (1967) sample size calculation formula, at a 95% confidence level and  $\pm 5\%$  precision level. The following formula was used to determine the sample size, especially for teachers; and purposive sampling was employed for educational leaders.

$$n \geq \frac{Z_{\alpha/2}^2 pq}{\epsilon^2} \quad p=q=0.5, z=1.96$$

By considering the purpose of the research, all sub cities were initially considered as targets for the study. However, to suit sampling purpose and meet minimum standards, especially for the descriptive survey sub-cities were categorized as central and periphery, and selection was made accordingly. Schools were also categorized as pre-primary, primary and secondary using stratified sampling. Once, the schools were categorized, for large homogenous population, simple random sampling technique was used after determining strata while for small population census sampling were included. The teacher populations were classified as pre-primary, primary and secondary by types of schools. Therefore, stratified random sampling was used for teachers' classification. After strata, simple random sampling method was used to take sample teachers.

The participants of the study comprised of two groups in each sampled schools: school leaders (principals & vice-principals, supervisors) and teachers. All the school leaders (principals and vice principals) were participate as availability sampling including those who are working as department heads, who were purposely sampled based on their experience serving as department heads for three years and above. Purposive sampling, also referred to as judgment

sampling, was the process of selecting a sample that is believed to be representative of a given population in terms of exposure to the phenomena (L. R. Gay, 2012) and school supervisors who are serving in the sampled schools were included as respondents since their number assumed to be minimal and manageable.

For the qualitative data, the principle of 'data saturation' was employed, whereby data and information collection were carried out until adequate data had been collected and no new information or themes. Direct link between data triangulation and data saturation was ensured; the former realized the latter. Thus, in this study, the number of participants depended upon the adequacy of the data that was collected from them. Accordingly, key informant interviewees were identified among stakeholders in the MoE, region, sub-city, woreda including PTSA's who were believed to supply sufficient information. Table 1 presents number of schools involved in the study.

**Table 1. Composition of schools by subcity and school type**

Sub-city	Pre-School		Primary		Secondary	
	Public	Private	Public	Private	Public	Private
Addis Ketema	2(1)	3	3	2	2	2
Bole	2(2)	13	2	8	2	7
Gulele	2	4	2	4	2	4
Lideta	1	2	2	1	2	0
Yeka	3(1)	13	3	3	3	5
Total	10(4)	35	12	18	11	18
<b>G.Total</b>	<b>45(4)</b>		<b>30</b>		<b>29</b>	

Table 1 presents the number of schools involved in the study. An attempt was made to consider proportional representation of schools based on the EMIS data provided.

**Table 2. Composition of schools in which FGD, KII, Observation and Document Analysis were performed**

Purpose	Data sources	No. schools
For FGD	PTSA	13
	Curriculum Committee	14
	SIP Committee	13
For key informant Interview	Cluster Supervisor	19
	School Principals	19
	Students	24
For Observation	Observation	40
For document Analysis	Document Analysis	40

Table 2 shows the number of schools at which focus group discussion, key informant Interview, observation and document analyses were performed. This shows how sufficient data could be collected from the sample schools to generate data that can serve triangulation.

#### **3.6.4. Variables**

Variables used for the purpose of analysis and approaches to data collection were identified. Background characteristics such as school type, education level of respondents, roles in the educational leadership, service years, gender, etc., were used as category variables to determine the extent of implementation with respect to the category of respondents. Dependent variable is the variable hypothesized to depend on or to be caused by another variable, called the independent variable. An independent variable (IV) is a variable that is set to cause changes in or explain another dependent variable (DV) that is a variable that is set to be affected or explained by another Louis Cohen, Lawrence Manion and Keith Morrison (2007). In this study the independent variables were awareness of the components, commitment, school leadership effectiveness, and actions taken so far, and the dependent variable is effectiveness of implementation and the quality of implementation of the general education quality improvement program specified by each of the six components of GEQIP.

### **3.6.5. Data Gathering Instruments**

Proper instruments of data gathering in any scientific investigation help the investigator to get reliable information that enable him/her reach correct conclusions. Data gathering instruments are based on the research approaches, either quantitative, qualitative or the mixed approach. Since this research employed descriptive survey (mixed method), instruments of data collection for the study were questionnaire, semi-structured interview, focused group discussion, observation and document analysis.

#### **Questionnaire**

Both open and close ended questionnaires were prepared and distributed to teachers who had rich experience in relation to GEQIP in the sampled schools. Those respondents were carefully selected as sources of information. Questionnaires were used to gather the required information freely from individuals for they enable individuals to express responses that they do not want to express orally Npeveen (2007). This is also true particularly, in the view of open-ended questions. Thus, open-ended questionnaire were included to get the respondents views. Close-ended questions were also used to get realities at their natural setting, and to easily tabulate and analyse using descriptive statistics relating responses to one of the research approaches. The close-ended parts of the questionnaire were presented to the respondents through the use of Likert scale method of rating and the respondents were expected to express their agreements on five scales to be chosen under the given degree of agreement which they view as relevant scale.

The questionnaire had two major categories: Background information and Likert type scales. In its design, it had both closed and open-ended items, where the items were presented on a five-point Likert scale. The scale ranged from: 1= strongly disagree (SDA), 2= Disagree (DA), 3= Neutral (N), 4=Agree (A) and 5=Strongly Agree (SA). With the same rating, respondents were also asked to rate from Very Low to Very High. The items were clear and simple enough to be understood by the respondents. The open-ended items were presented following the closed questions, for further clarification. The reliability of the data collection instruments was



calculated for each program component. The Cronbach Alpha coefficient were 0.94 for SIP, 0.89 for school leadership, 0.93 for CPD, 0.91 for Civics and Ethical Education, 0.94 for ICT, and 0.80 for Curriculum each of which is above the accepted minimum of 0.7. This justifies that the data collected with these instruments were reliable to generate acceptable conclusions.

### **Interview**

According to Earl (1990) interview has two main importances. First, it helps the researchers to get deeper ideas that are in the mind of the interviewee. In this case, the researchers believed to get additional information or ideas that were not clearly forwarded through the use of questionnaires. Interview can also help to counter check data obtained from other instruments. Taking these realities and considering the research method, interview was used as one of the data gathering instruments for this study. Therefore, to get information to the research questions in the study area, two sub-city education office heads and education Bureau head, two sub-cities Education Office heads six principals educational leaders were interviewed. The interviewees were selected for the responsibility they had to lead educational activities including schooling on one hand and support and enforcing principals to lead schools on the other hand

### **Focused Group Discussion**

The third important data gathering instrument for this study was focused group discussion (FGD). This data gathering instrument was preferred by the studying team since it helps to generate valuable information about issues raised in relation to the topic understudy. The discussion aimed at getting information that couldn't have been not sufficiently addressed through other instruments. Thus, it helps to supplement ideas obtained from other instruments and also to increase the validity of the total data; because by its very nature FGD helps to get multiple viewpoints which are commonly expressed, and uncovers contradicting ideas which help the researchers to look deeply Stewart (1998).

## **Observation**

Observation was also used as data gathering tool. Consequently, the study team observed the overall school activities in relation to principal practices to support implementation of GEQIP and its components, students' academic achievements, school priorities, vision of the schools, school grounds, pedagogical centres, and libraries. Moreover, class room conditions and students' activities were critically observed including early grade reading and early grade mathematics because achievements in these areas are taken as quality indicators at for GEQIP.

## **Document Analysis**

Documents play a great role in identifying key factors when gathering qualitative data, and are powerful indicators of the value systems. On this line, Patton (1990) argues that documents provide a behind-the-scenes look at institutional processes and how they act. They can give the researcher a sense of history related to the contexts being studied (Hatch, 2002, p. 117). Document analysis was used as instrument for data collection because it helps identify recorded supports provided to all implementers in the school and ways of assuring quality delivery to support students' learning. Thus, using document analysis was believed to help to get information that lacked through other instruments, to validate other data and generally to get comprehensive information. With these views in mind, GEQIP related documents were accessed. Documents related to strategic and action plans, reports, checklist, minutes, focusing on instructional effectiveness that help investigate successful implementation of GEQIP and other relevant documents were consulted. In valuing documents for being able to 'tell their own story independent of the interpretations of participants' (Hatch, 2002, p. 119) the following documents were gathered: the Education and Training Policy (1994), the Teacher Development Program Blue Print, GEQIP I: 2008, GEQIP II: 2012, GEQIP-E, 2017/18, the CPD Framework 2013, ESDP V, 2015/16 - 2019/20, SIP Strategic document, Ten years strategic plan of the Authority, Inspection guidelines and associated standards, etc.

### **3.6.6. Data Collection Methods**

Educational researchers employ different methods to collect data from selected respondents. This may be because the researchers have several research questions, or they want to use different methods or sources to collaborate each other in the form of methodological triangulation (Silverman and Marvasti, 2008, pp. 156-57). Procedures of data collection for this study were based on formal and professional approaches. In the formal approaches letter of cooperation was written from the Authority to the concerned institutions to inform to the selected schools to give the necessary data. For the professional approach, researchers deployed trained enumerators to collect data by using each of the tools (See Appendix). Since gathering data using one method would have been insufficient to address the intended objectives, a cumulative view of data drawn from different methods and contexts were employed, so as to triangulate the data by examining where the 'different data intersect' (Silverman and Marvasti, 2008, p. 157). Triangulation methods in this study were also crucial to maximise the reliability of the data collection. Accordingly, a survey questionnaire containing both closed and open ended questions, observation checklist, key informant interviews, focus group discussions and document analysis were employed as data gathering tools that were concurrently handled.

Sufficient numbers of enumerators who had the required academic qualifications, professional experience in related kinds of data collection processes, who were knowledgeable about the local context and capable of speaking the local language, were selected for data collection. They were given one day training on the tools and survey techniques before the actual data collection commenced.

### **3.7. Data Management**

Data management is fundamental for proper data analysis. One of the data management strategies is ensuring gathering of data from sources through proper identification of the sources of data. Other is protecting data from missing loading to mitigate problems that could emerge during analysis. The earlier was ensured through data mapping stated as follows.

**Table 3. Data management Map**

Program Component	Focus	Requirements/performance standards	Sample				Tools			
			Leaders	Teachers	Students	PTSA	Questionnaire	Interview	FGD	Observation
SIP	Program Cycle	TBD	✓	✓		R	Teachers	Principals & supervisors	PTSA	Enumerators
	Teaching & Learning	TBD	R	✓	✓	R	Teachers Students	Teachers	Teachers Students	Enumerators
	Safe School Env't	TBD	R	✓	✓	R	Teachers Students	Teachers		Enumerators
	School-Community Relations	TBD	✓	R		✓		Principal, supervisors & Teachers	PTSA	
	School Leadership & Mgt.	TBD	✓	R		R		Leaders & Teachers	Teachers	
TCPD		TBD	✓	✓			Teachers	Leaders, Principals & Supervisors	Teachers	Enumerators
Curriculum Development (implementation)		TBD	✓	✓		R	Teachers	Leaders, supervisors & Principals	PTSA	Enumerators
School Leadership & Management		TBD	✓	✓	✓	✓	Teachers Students	Leaders, supervisors & Principals	PTSA	
Civic & Ethic Program		TBD	✓	✓	✓	✓	Teachers Students	Principals	PTSA	
ICT		TBD	✓	✓	✓		Teachers Students	Principals & Supervisors		Enumerators

Another strategy for data quality management was the selection of the enumerators. They were recruited based on their relatively high level of academic qualification (and with a background in

education); their experience in similar data collection processes; and their knowledge about the local context and capability of speaking the local language.

### **3.7.1. Data Analysis and Report Writing**

After gathering data from multiple sources using different data collection instruments, the data were arranged and organized to make them manageable and ready for analysis. The close-ended data were coded and captured. The captured data were cleaned and made ready for analyses. The cleaned data were analyzed with the help of SPSS V25. The outputs of data were interpreted using mean values, standard deviation and percentages. Comparison tests were used considering associational and correlational analysis. The qualitative data gathered through interview, FGD and document analysis were categorized, reduced and analyzed using thematic analysis and narrations.

### **3.7.2 Quantitative Data Analysis**

For the questionnaires, both descriptive and inferential statistics were considered to present data and compute if there is statistically significant difference in the responses with respect to subgroups such as sex, age, service year, educational qualification and school types.

For the descriptive frequency, percentage, mean scores, and standard deviations, and for the inferential statistics tests like t-test and one way ANOVA were employed.

### **3.7.3. Qualitative Data Analysis**

Quantitative results gained from the quantitative analysis need to be cross checked or substantiated by the qualitative data analysis results. Largely themes identified from the quantitative data analysis were cross checked against the qualitative data analysis. Emerging findings were also identified to enrich the status of implementation of GEQIP. Thus, thematic data analysis was employed for the qualitative data. For this purpose supporting qualitative data analysis software(s) such as NVIVO, QDA, etc., were employed. The results were narrated via cross analysis.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This chapter presents the findings of both the quantitative and qualitative data analyses, and an interpretation and discussion of the status of implementation of the general education quality improvement program in Addis Ababa.

#### 4.1. Background of the study and Respondents

The study was conducted in Addis Ababa by comprising five sub cities. The sub-cities were selected by considering central and peripheral locations. Accordingly, Lideta, Addis Ketema, Gulele, Bole and Yeka were included in the study. From the selected sub-cities teachers, school principals & supervisors, educational leaders, and PTSA were included in the study. Educational officials were also included as interviewee to provide information useful for the purpose. The sample was provided in chapter three in the above, but the characteristics of the respondents were deeply treated here.

**Table 4. Background data of respondents**

Category	Classification	f	%
Sex	M	335	62.2
	F	204	37.8
Experience	5 Years and Below	125	23.5
	6 – 10 Years	184	34.5
	11 – 20 Years	149	28.0
	21 Years and Above	75	14.1
Education Level	Certificate	30	5.6
	Diploma	114	21.2
	Degree	335	62.3
	Masters	59	11
Responsibility assumed by Respondents	Department Head	252	55
	Club Coordinator	182	39.7
	Mentor (Induction)	23	5.0
	Other	1	0.2

Table 4 presents the background of the participants by different categories. The Table indicates representativeness of the real context by the respondents. This indicates that the information gathered demonstrates to be real and is believed to help infer confounded recommendations. Based on this background descriptive and inferential results are presented below. The tabular results were cross-referenced with observation, interview and document analysis data to make meaning and indicate feasible recommendations.

**Table 5. School types and Educational programs**

Category	Classification	f	%
School Type	Public	241	45
	Private	295	55
School Program	Pre-School	51	9.5
	Primary	287	53.2
	Secondary	201	37.3

Table 5 indicates the schools considered in the study (public vs private) and the number of educational programs (pre-primary, primary and secondary).

## Results of the Study

The data for this study were collected by using multiple tools as indicated above. The tools included questionnaire, document analysis, observation, interview and focus group discussion. The results obtained from the various data sources are presented contrasting one against the other and complementing when vivid. To this end, the results are initially presented in an inductive form where each component is treated first and then followed by the results on the overall GEQIP implementation. For each component of GEQIP, the responses obtained from the respondents using teacher questionnaire are presented in various descriptive (especially tabular) and inferential forms. These results are further contrasted against the results obtained from other sources and through the varying tools, as document analysis, observation and interview/FGD. The results and an interpretation of the findings in relation to the status of implementation of GEQIP are presented below.

## 4.2. Implementation of SIP component of GEQIP

One of the objectives of the study sought to address the implementation of GEQIP by each of its components, and this section addressed SIP. To meet this objective, several questions were presented to the respondents and their answers were triangulated using the responses of school principals, supervisors and experts from the bureau of education and various educational offices. The results and associated interpretations are presented in the following table.

**Table 6. SIP Program Cycle**

Items related to Implementing School Improvement Program cycle	Disagree		Undecided		Agree	
	f	%	f	%	f	%
Self-assessment data are collected from all the concerned stakeholders for the preparation of strategic and annual SIP plan.	27	9.6	42	14.8	214	75.6
All the necessary comments gathered from internal and external stakeholders were analyzed and taken as the base for 3 years strategic planning.	21	7.4	72	25.3	192	67.4
Benchmark is formulated from the analyzed data	22	7.8	54	19.2	205	72.9
The school improvement committee uses the identified bench mark for its own SIP planning.	26	9.2	44	15.5	214	75.4
The implementation of SIP is based on the priority areas identified during self-assessment.	25	8.8	22	7.8	236	83.4
All the necessary resources (human, materials and financial) are coordinated based on the priority areas to implement SIP.	32	11.3	45	15.8	208	73.0

The results presented in Table 6 indicate that the SIP program cycle of the GEQIP was implemented through the use of self-assessment data and comments collected from the concerned stakeholders that are useful for the preparation of strategic and annual SIP plans. The observation and interview data also revealed the same results. In handling SIP program cycle, it was verified by about 73% that all the necessary resources (human, materials and financial) are coordinated based on the priority areas to implement SIP, which in practice was limited to specific participants, perhaps those who could directly involve through official assignment, as revealed by the interview data and observation. One school principal stated that



‘ለትምህርት ቤት መሻሻል እቅድ ዝግጅት መረጃዎች ቅጽ በመበተን ከመምህር፤ ተማሪዎች፤ ከወላጆች ይሰበሰባል። ት/ቤቱ የትኩረት ነጥቦችን ላይቶ የ 3 ዓመት ስትራቴጂክ እቅድ አቅዷል። የትኩረት ነጥቦቹ ለሴቶች ልዩ እገዛ ማድረግ ፤ የተሙማ ፕሮግራም እንዲተገበር ማድረግ፤ ቤተ-ሙከራ እንዲጠቀሙ ማድረግ፤ የተማሪዎችን ውጤትና ስነ ምግባር ማሻሻል የሚሉት ናቸው። ለዚህም ዝግጅት መምህራን፤ ተማሪዎች፤ የተማሪ ወላጆችና ወላጅ ኮሚቴ ተሳትፎ አድርገዋል።’ (PRS1)

The same was indicated by PSTA members who gave condensed information as ‘በተለያዩ ምክንያት ውጤታማ ባይሆንም እየተሰራ ይገኛል።’ But, the same principal (PRS1) indicated ‘በት/ቤቱ የት/ቤት መሻሻል ዑደት ተግባራት አፈጻጸም ግምገማ፣ የግብረ መልስ ቅብብሎሽ እና የማህበረሰብ ተሳትፎ የለውም’.

In addition, the students were asked whether they participated in SIP program cycle. Some informant students replied that ‘የሥራ ግምገማ ሲደረግ አላየንም የሚሳተፍ ተማሪም የለም።’ A supervisor from one school forwarded on the same issue as በፎካል ፐርሰን ተመድቦ ስራዎች እየተሰለጡ ሲሆን አንድ አንድ ችግሮች ብታይ ከዕቅድ ጀምሮ የመገለበጥና የመደጋገም ስራዎች ከላይ እስከ ታች ይታያል። Beyond these, we also learned from some schools that they prepare their SIP plan in a small circle and they convene open discussion to enrich and improve the plan.

What has been mentioned in the above was largely for public schools. The same was not a common experience in private schools. As data from observation indicated, there is some improvement in some private schools where they started to involve PTAs, teachers and students in their annual SIP programs. As an example, a PSTA member from one private school indicated that ‘አዎ መሳተፍ ብቻ ሳይሆን ስራዎችንም በመገምገም ውሳኔዎችን እናስቀምጣለን ለሚመለከተው አካልም እናሳውቃለን፤ በየአመቱ እቅድ ግምገማ ሲደረግም አብረን እንገምገማለን’.

As observed in one school, teachers, parents and students had participated during the initial phase of SIP planning that would serve for three years, but after wards the annual plan was developed only by the school management, extracting from the SIP plan based on the identified apriory. The principal of the school forwarded that

በት/ቤት መሻሻል ዑደት ትግበራ አፈፃፀም ላይ የኮሚቴው አባላት በመጀመሪያው እቅድ ዝግጅት ላይ በአግባቡ ይሳተፋሉ በቀጣይ አመታት ላይ ግን ት/ቤቶች ከስትራቴጂክ እቅዱ የዓመቱን ያወጣሉ እንጂ ኮሚቴው ተሠብሥቦ እንደ መጀመሪያው በአግባቡ አይሳተፍም። (PRS2)

This indicated, the existence of a gap indicating exclusion of emergent issues that could somehow been incorporated in the school plan.

Data obtained from observation revealed that there were some notes that indicate the way SIP program cycle was implemented through the process of gathering information from teachers and PSTA members. Yet, the observed documents were not demonstrating full stakeholder participation. These all showed that there was an effort in managing SIP program cycle, but it needs to be strengthened towards involving all stakeholders for a better sense of awareness, inclusion of critical needs and in making strategic gains. It may also be useful to devise a mechanism for stakeholder engagement that is possible to audit. As depicted by the data obtained from document analysis benchmark was not properly formulated from the analyzed data for further improvement, rather, it was conducted for the sake of show-up and fulfilling the expected criteria.

**Table 7. Teaching-Learning**

	<b>Disagree</b>		<b>Undecided</b>		<b>Agree</b>	
	f	%	f	%	f	%
Arrangements of different programs for special needs students are one of the focus areas of the school.	31	11	42	14.9	208	74
There is practice of implementing continuous assessment to inform instructional improvement.	13	4.6	5	1.8	263	93.5
Active Learning is implemented properly during instruction	18	6.4	47	16.7	217	77
There are mechanisms that motivate students to actively participate in school clubs.	27	7.6	45	16.0	209	74.3
There is mechanism of involving students in learning both in class and out of class	38	13.6	54	19.2	189	67.3

Teaching – learning is a fundamental determinant of quality of education. To that end, emphasis was laid on the domain. Table 7 in the above indicates teachers’ beliefs in making efforts to undertake arrangements of different programs for special needs students. The respondents level of agreement was found to be (74%), implementing continuous assessment to inform instructional improvement (93.5%), properly implementing active learning during instruction (77%), devising mechanisms that motivate students to actively participate in school clubs (74.3%) and mechanism of involving students in learning both in class and out of class (67.3%) respectively.

Most of the respondents believed that implementing active learning and continuous assessment as core values of the school, and convicted they are implementing them – through continuous improvisation of practice. However, when students happen to manifest learning differences, employment of differentiated instruction was not happening. One school principal indicated that ‘በአብዛኛው መምህራን በተማሪዎች መካከል ያሉትን ልዩነቶች ከግንዛቤ አስገብተው የማስተማር ስራ የሚሠሩ አይመስለኝም ይሁንና ለሙያው ልዩ ፍቅር ያላቸው መምህራን ይህንን የተማሪ ልዩነት ከግንዛቤ አስገብተው ያስተምራሉ።’ Despite these as reported by another school principal it was revealed by majority of the schools that ተማሪዎች እንደፍላጎታቸው የማብቃት ሥራዎችን በመስራት የተዘረጋ የአሰራር ስርዓት የለም።

Some schools as reported by supervisors and witnessed through observation have established a committee to monitor, support, and report the teacher’s engagement in the teaching-learning.

The observation data also revealed that there was potential misunderstanding of one’s own conception and actual practice. The actual practices of active learning seems to be grouping students and giving them a task, and continuous assessment as repeated testing and recording (tests, activities, attendance, participation, etc.). In spite of the above intentions and actual practices gaps, lesson was taken from some schools that undertook several programs for special needs students. These included identifying students with special needs, offering tutorial in the day students were off school, soliciting emergent funding and assisting such students. Nonetheless, in almost all schools there was no an attempt to identify and support gifted students. Impairment and disability were commonly taken as trends of the special needy students ignoring gifted and talented learners. Both quantitative and qualitative data with regards to the teaching-learning domain conceptualized that, supporting students with special needs, girls and students who are left behind in coping up with their peers had been carried out by committed teachers rather than structured system and designed strategy.

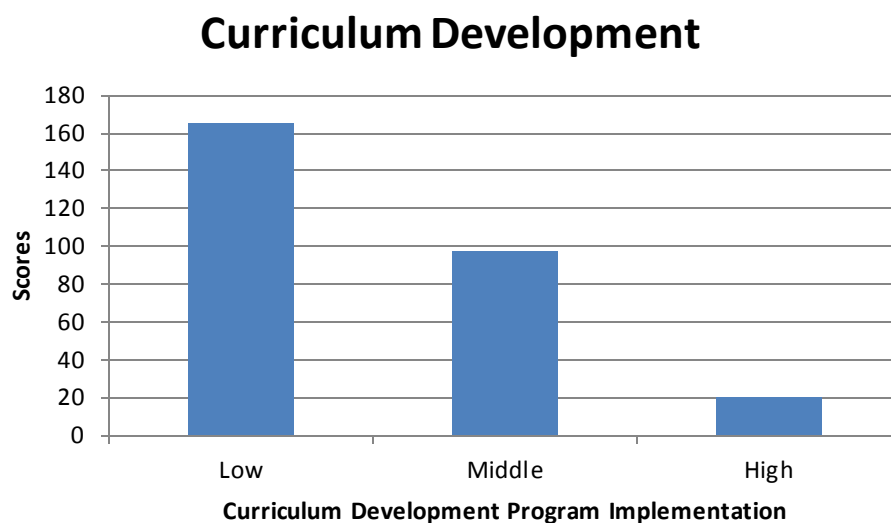
**Table 8. Curriculum Evaluation for improvement**

	<b>Disagree</b>		<b>Undecided</b>		<b>Agree</b>	
	F	%	F	%	f	%
Teachers evaluate the curriculum and present points for improvement	18	6.4	65	23.0	199	70.6
System is established to link the curriculum with students day-to-day activities	43	15.2	64	22.6	176	62.2
There is the culture of ensuring the achievement of minimum learning competencies set in each subject.	21	7.5	48	17.0	214	75.6
There is a culture whereby teachers integrate curriculum framework, teacher guide and textbook	23	8.2	36	12.8	223	79.1

A working curriculum is naturally corrigible and seeks to be contextually suitable and relevant. However, to maintain minimum standard all schools are provided with same curricula and teaching learning materials. Upon delivery, though, school teachers are expected to conduct curricular evaluation, identify gaps observed during instruction and provide input for curricular improvement. These engagements are considered to be parts of the GEQIP in the SIP domain; teachers were invited to give their response on how they were involving in curricular evaluation. Table 8 presents the results and indicates that (70.6%) of the teachers who were involved in the study agreed that they participated in curriculum evaluation. (62.2%) of the teachers indicated the existence of a system to link the curriculum with students' day-to-day activities, while 75.6% of the respondents assured that achievement of minimum learning competencies set for each subject had nicely been implemented. For 79.1% of the respondents there was a culture of integrating curriculum framework, teacher guide and textbook by teachers. From these data one might provoke own senses that things are being done safe and smooth for the participant teachers. In addition, a supervisor of a school informed that በአጠቃላይ እንደ ትም/ቤት ከተማሪዎች ውጤትና ስነምግባር ውጤትን በመተንተን የመገምገም ስራ በትም/ት ዓይነትና በክፍል ደረጃ እንዴት ይህ የትም/ት ዓይነት ከፍተኛ ውጤት ሊመጣ ቻለ ሌላኛው ለምን ዝቅ አለ በማለት ይገመገማል ከፍተኛም እንዲስተካከል ይደረጋል በተለይ ከፍተኛ ውጤት ከመጣ ትክክለኛነቱን የማረጋገጠ ስራ ይሰራል፡፡ Another school principal also endorsed this by saying መምህራን በሚያስተምሩት የትምህርት ዓይነት ውስጥ

የተቀመጡትን ብቃቶች በዕቅዳቸው መሰረት ዎርክ ሽት፣ክፍል ሥራና ትቶሪያል በመጠቀም እያስጨበጡ ይገኛሉ። ይህንንም ት/ቤቱ በውስጥ ሱፐርቪዥንና ምልክታ ያረጋግጣል፤

Majority of the responses tend to endorse what is stated in the above excerpts. However, critical observation indicated gaps in practice where integration of curriculum framework, teacher guide and textbook, and alignment with stated minimum learning competencies were at stake. Many teachers seem to have a gap in identifying what the curriculum framework is and some never use the teacher guides. Curriculum evaluation reports were hardly available at observed schools. Cognizant of the on-going curricular reform, it seems to be high time for teachers to know the details and intentions of the curriculum framework, and devise school-based system of curriculum evaluation for quality education to happen. According to the data obtained from document analysis and observation curriculum committee were not involved in evaluating curriculum materials, but a kind of error, unclear statements, and the like that was consucted haphazardly.



**Figure 4. Curriculum Evaluatio for Improvement**

**Table 9. Safe School Environment**

	Disagree		Undecided		Agree	
	F	%	F	%	f	%
Adequate teaching and learning materials (text books, teachers' guides' library, laboratory pedagogic center etc.) are available according to the set standards	47	16.5	31	10.9	206	72.5
There is a formal system for students' to participate in decision making	34	12.2	81	29.2	162	58.5
Inclusiveness and gender mainstreaming are considered in the school.	19	6.8	40	14.2	223	79
Students have awareness on the school improvement program and ways of implementation	27	9.6	77	27.4	177	63.0

Safe school environment is foundational for better learning, human interaction and promotes love towards going to school. Results from Table 9 indicate availability of safe school environment in the views of teachers. In support, a school principal indicated that:

ት/ቤቱን ሳቢና ማራኪ ለማድረግ የተሰሩ ስራዎች ፣የፅደት ሰራተኛ ተቀጥሮ የትምህርት ቤት ግቢን፣ መማርያ ክፍል እንዲሁም ሽንት ቤቶች እየተጻዱ መሆኑ፣የአካል ጉዳተኞችንም ያማከለ መማሪያ ክፍሎችና ግቢ መኖሩ ፣ መጻዳጃ ክፍሎች በፆታና የመምህራንና የተማሪ በሚል ተለይቶ መኖራቸው፣ የውሃ አቅርቦት ያለ መሆኑ፡፡ በተለይ ለመማር ማስተማር የሚያገለግሉ ቁሳቁሶች በት/ቤቱ የተሟሉ መሆናቸውና በሥርዓቱ ጥቅም ላይ እየዋሉ መሆኑ፤

Observation also indicated improvement in all the observed schools towards making the school and its compound relatively safe and comfortable. However, the case is not the same across all private schools. There were some private schools that were safe, attractive, and enjoyable. In complement to these, one supervisor indicated that

ምቹ የመማር ማስተማር አካባቢ ለመፍጠር ያለው የትምህርት ቤት የግቢ ስፋት በቀ ባይሆንም ምቹ ለማድረግ እየተሰሩ ይገኛል ተማሪን ከትራፊክ አደጋ ለመከላከል ከመኪና እንቅስቃሴ ነፃ በሆነ አቅጣጫ ተማሪዎች እንዲገቡና እንዲወጡ ተጨማሪ የውጭ በር አስገንብተናል ግብውን ሳቢ ለማድረግ የማፅዳት ስራ በከፍተኛ ደረጃ ሰርተናል፤ በቂ ውሃና የመጻዳጃ ክፍሎች እንዲሟሉ ተደርጓል የመጫወቻ ቦታና ተጨማሪ ክፍሎች ግንባታ ተከናውኗል

Another supervisor also indicated ግቢውን ምቹና ሳቢ ከማድረግ አንጻር ለሁሉም ጽዳት ሰራተኞች የአካባቢ ልዩ ተደርጎ እያንዳንዱ የራሱን ድርሻ በአግባቡ በምታይና ባማረ መልኩ ስራዎች እየሰሩ ይገኛሉ፡፡ These ideas could lead to conclusion that most schools were safe particularly in physical setting and sanitation. Nonetheless, there are some private schools whose setting is not marching to be

better school environment, are narrow at which focus was emphasized on how to contain students in class at the cost of outdoor activities, and leverage of sufficient space to make the school safe, attractive and appealing. One principal noted in relation to this idea as follows;

ትምህርት ቤቱ ሳቢና ማራኪ ቢሆንም በዙሪያው ያሉ አዋኪ ነገሮች መብዛት እንደጉድለት የሚታይ ነው። የትምህርት ቤቱን አጥር ታኮ የተሰሩት አርከበ ሱቆች የሚባሉትና በአካባቢው የጎዳና ተዳዳሪዎች መብዛት ተከትሎ በተማሪዎች መውጫና መግቢያ ሰዓት ላይ የሚደርስ ትንኮሳ አሳሳቢ በመሆኑ በተቀናጀ መልኩ ለማስተካከል የሚደረገውም ጥረት ውጤት አለመጣም። ችግሩ እንደቀጠለ ነው።

Hence, though the internal environment were safety, significant number of schools were under the influence of external disturbances, such as, sound pollution, sourced from music shops of commonly known as Arkebe shope. Moreover, girls of some schools were psychologically influenced by road dwellers nearby schools that disturbed them during their entrance to the schools and exit from the schools.

Despite the above notes some schools were forcing students to stay out of school compound when they come late which exposes them to unwanted behavioural challenges. In addition, the focus seems to be on improving physical setting of schools and paying less attention to the human relations within the school community members which is critical ingredient for safe school environment.

**Table 10. Community Participation**

	Disagree		Undecided		Agree	
	F	%	F	%	F	%
Awareness rising of parents to support the learning of their children is conducted continuously.	27	9.6	55	19.6	199	70.8
There is a habit of encouraging parents to involve in supporting school improvement	22	7.8	38	13.5	221	78.6
Teachers regularly communicate and discuss with parents about students' progress	29	10.3	38	13.5	215	76.2
Feedbacks from stakeholders are considered for improvement.	34	12.1	69	24.6	178	63.3

Experiences from other countries such as Finland show that education is largely owned by the community. From literature it is also noted that better community participation is a best bridge to ensure continuum of learning in school and out of school. Apparent to these, community participation seems to be given due emphasis in the Ethiopian context but they largely engage in administrative matters than academia. As depicted in Table 10, majority of the respondent teachers revealed that there is continued awareness creation of parents to support the learning of their children (70.8%), habit of encouraging parents to involve in supporting school improvement (78.6%), regular communication and discussion with parents about learning progress (76.2%) and use of feedback for improvement (63.3%). Albeit these, a school principal indicated that

ወላጆች የልጆቻቸውን መማር ሁኔታ ፤ ስነ-ምግባር፤ የውስጥ እና ውጭ ገቢ በተገቢው እንዲደግፉ በወቅታዊና በመደበኛ ወላጆች በዓመት ሁለት ጊዜ በስብሰባ እንዲወያዩ ይደረጋል። ይሁንና በት/ቤቱና በወላጆች መካከል ያለው ግንኙነትና አጠቃላይ የቅንጅት ጅምር ሥራ ቢኖርም ውጤታማ አለመሆን ።

Members of PTSA in one school also indicated that ወላጅና ትምህርት ቤቱ መደበኛ የሆነ የግንኙነት ጊዜ የለውም ግን አስፈላጊ በሆነ ጊዜ ተጠረቶ ሙሉ አባል ባይገኝም እንገናኛለን። In contrast, a supervisor of one school indicated በወር 1ጊዜ ከወላጅ ጋር ስለ ተማሪ ስነምግባር፤ ውጤት ስራዎች እየተከወኑ ይገኛል። However, members of PTSA from other school indicated that let alone to have a strong participation, they said የወተመህ መመሪያን ሁላችንም አናውቀውም ምክንያቱም ብዙ ጊዜ ስለሚቀያየር ነው። የግንዛቤ ፈጠራ ሥራም አልተሰራም።

An educational leader also informed that almost all schools develop SIP plans but there are some schools that involve stakeholders, the large majority of the school do not involve stakeholders to the expected level. In addition, the interviewee indicated that this practice is available only in government schools. In the private schools, there is the trend of expecting SIP plans from central office (or owners) on how to move on planning. E.g, if there are schools that belong to same leadership as branches they are obliged to use the central plan. They do not develop their own school plan that fulfils the school situation. This experience is observed in private schools.



These all indicated that community participation is in a fuzzy state and that needs to be handled carefully. To that end, the on-going guidelines need to be reviewed whereby members of the community, including school community, can sufficiently participate so that their role in improving quality of education can be ascertained.

#### **4.3. Implementation of School Leadership and Management component of GEQIP**

Leaders of this era, have three major functions related to creation of vision by persuading groups, to act together to attain institutional goals, and on impact on high achievement of the institutions (Letch et al., 2003). The role instructional leaders assume is among the core determinants of school achievements. Owing to this, the GEQIP emphasizes on school leadership and management for which a number of capacity building efforts have been taking place. With these regards, the on-going school leadership and management was explored and the results were presented in the below. Data related to the school leadership was gathered from the educational leaders themselves for self-reflection, and from beneficiary teachers, students, and PTSA's from triangulation.

School leadership and management as part of SIP domain seek school leaders to be instructional who the vision and direction, and support towards different and preferred state-suggested changes. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008). They are also expected to work collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitor strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Cognizant of these, the following Table presents the findings along the points noted.

**Table 11. School leadership and Management Domain**

Item	Disagree		Undecided		Agree	
	F	%	F	%	F	%
The school leadership:						
Gives wider room for SIP planning, implementing and evaluating its effectiveness.	20	7.1	32	11.3	231	81.7
Creates regular and effective communication with stakeholders.	22	7.8	60	21.3	200	70.9
Works with stakeholders on the ways students learning and results could be improved	22	7.8	36	12.8	224	79.4
Helps teachers and department heads to work collaboratively on SIP	23	8.1	43	15.2	217	76.7
Expects better achievement of students and works towards it	13	4.6	29	10.3	240	85.1

School leadership is not assessed only in terms of the style of leadership but also on the outcome in terms of engagements of school community in particular and the surrounding community at large, and the learning outcomes of students. From the response presented in Table 11, it seems that majority of the teachers are happy with the school leadership in terms of getting room for SIP planning and implementation (81.7%), effectiveness of communication with stakeholders (70.9%), student achievement and working towards it (85.1%), and helping teachers and department heads to working collaboratively (76.7%). One principal in this regard noted that:

በትም/ቤቱ ከ2012-2014ዓ.ም የትም/ቤት መሻሻል እቅድ የታቀደ ሲሆን በእቅዱም በውቅጡ የማስፈለገውን ሄደት ሂደት በተለይ የትም/ቤቱን ቁልፍ ችግር ከመለየት የተለያዩ የትም/ት ባለድርሻ አካላት በመጠየቅ/ ተማሪዎችን/ መምህራን/ ተማሪ ዎላጆች፣ የትም/ቤት አስተዳደር፣ በቃለ መጠየቅ መረጃዎችን በማየት ፣ በምልከታ የተሰበሰበ ሲሆን ይህም በመሆኑ በእቅዳችን ቅድምያ ትኩረት ለምንሰተው እንድንሰጥ አድርገናል።

Another principal noted that

የተማሪ ውጤት 75 ከመቶ በላይ እንዲያመጡ የሰነድ ፊርማ ተፈራርመዋል

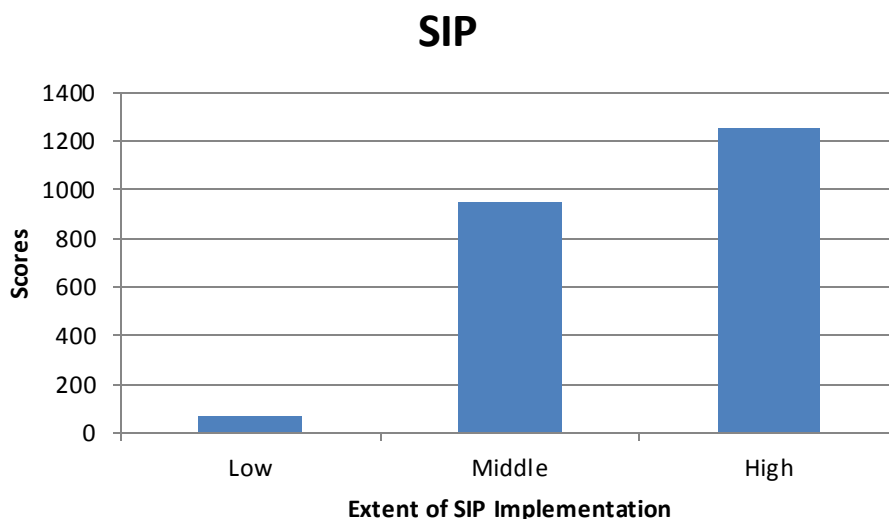
በህብረተሰብ ተሳትፎ በመማር ማስተማር ላይ አጠቃላይ ዝርዝር ዕቅዶች በትምህርት ቤቱ ታቅደዋል፤

በሰው ሀይል ግብዓት ከሟሟላት አንጻር ውስንነት አለው።

ከንኡሳን እቅዶች ላይ መማር ማስተማር ላይ ውስንነት አለብን። መምህር በወቅቱ አይመደብላቸውም

These indicate an effort from the side of the principals. Yet, a student respondent noted that በውሳኔ አሰጣጥ ተማሪ ተሳትፎ አያውቅም :: And a supervisor indicated that በት/ቤቱ የት/ቤት መሻሻል ዑደት ተግባራት አፈጻጸም ግምገማታዊነት መልስ ቅብብሎሽ እና የማህረሰብ ተሳትፎ የሌለው መሆኑ፤

These show haphazard understanding of what the school leadership has to be. While the school leaders believe they are doing fine, the stakeholders seem to disposses it. But, significant proportion of teachers has supplemented the views of principals. Therefore, one can infer that school principals are working in an improved was with teachers, but need to strengthen their system and work ethic to include other stakeholders as far us they can have roles to improve student learning outcomes.



**Figure 5. Overall implementation Status of SIP**

#### **4.4. Implementation of CPD component of GEQIP**

Human resource is among the vital components for successful implementation of activities and development endeavours. CPD seeks continued professional development of personnel based on identified priority agendas and excellence of school functions. As noted in the previous sub-section there seem to be some limitation on the implementation of CPD, despite the success reports indicated in the below, Table 12. The idea related to CPD, noted in the above is indicating the need to link CPD with career development and advance qualification. As a success, the CPD program is being implemented that meets the time specified for it. Induction

of beginner teachers was also reported as one emphasis. But some schools indicated አጀምሎ እጅግ በጣም አስፈላጊ ነው። ነገር ግን አተገባበሩ ላይ ከፍተኛ ውስንነት አለበት። some of the limitations indicated for the same were sustained implementation, mentorship, lack of sufficient budget, etc.

Specific implementation activities related to Teachers' CPD were further scrutinized the results of which are in Table 12.

**Table 12. Teachers continuous professional Development – design, implementation, and monitoring & evaluation**

Item	Disagree		Undecided		Agree	
	F	%	F	%	F	%
The school has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation.	29	10.1	33	11.5	226	78.5
The school encourages teachers to participate in CPD training based on their identified gaps.	50	17.6	45	15.8	189	66.5
School CPD coordinators engage in identifying what teachers need to be trained.	50	17.4	62	21.6	175	61.0
The schools checks whether the training hours for CPD are sufficiently used	42	14.6	67	23.4	177	61.9
Mentors carefully plan and implement Induction program for newly deployed teachers	33	11.5	62	21.5	193	67.0
Teachers prepare portfolio based on the required standards.	51	18.0	62	21.8	171	60.2
All the CPD modules and tool kits are properly used to implement CPD.	44	15.6	53	18.8	185	65.6
The CPD priority areas are properly identified and in consultation with teachers.	36	12.7	53	18.8	196	68.8

As indicated in Table 12 almost two-third of the teacher population seems to agree with the following.

The school encourages teachers to participate in CPD training based on their identified gaps.

The school designs monitoring and evaluation strategies for the school teachers to support CPD program implementation.

School CPD coordinators engage in identifying what teachers need to get trained.

The schools checks whether the training hours for CPD are sufficiently used

Mentors carefully plan and implement Induction program for newly deployed teachers

Teachers prepare portfolio based on the required standards.

All the CPD modules and tool kits were properly used to implement CPD.

The CPD priority areas are properly identified and in consultation with teachers.

These were justified with interview and observation data except for some of the items. Some of the indications noted in the above seem to be argued as deliberated in Table 8 in the above. Observation also witnessed that CPD is among the emphasized components of GEQIP, but its implementation was not justified to meet expected standards. One school principal indicates success stories in relation to CPD, but lastly noted problems that included

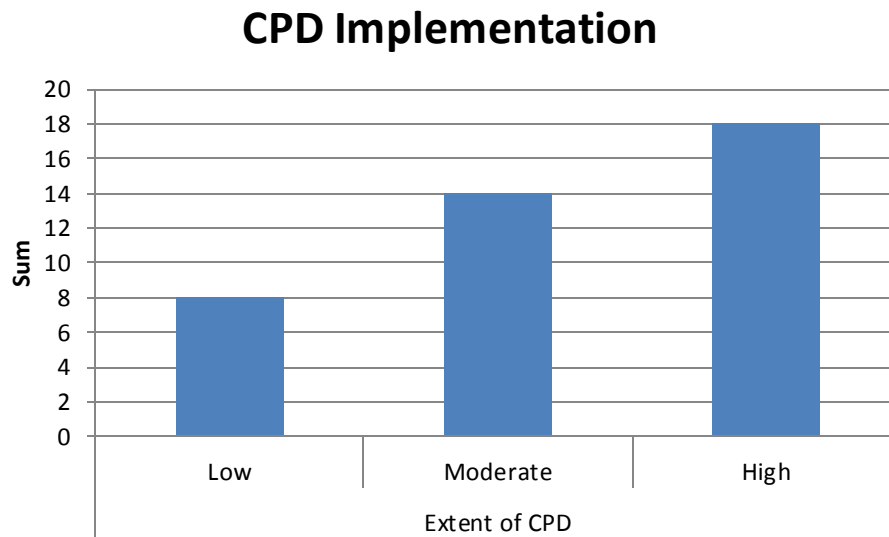
ለተሙማ ፕሮግራም በቂ በጀት የማይመደብ መሆኑ፤

ለአዲስና ጀማሪ መምህራን የሙያ ትውውቅ ይደረጋል፤ ነገር ግን ውጤታማ አይደለም። መምህራን

ለተሙማ ያላቸው አመለካከት ቀና አለመሆን።

Beyond these the link between CPD agenda and identified priorities was weak, as CPD largely goes on repetitive training programs (repeatedly giving training at different time on the same topics). It is largely lacking to base on need assessment and impact of implemented CPD program is not assessed to inform for improving for future planning. The induction was weak as it is considered a routine requirement than building one's professional identity. Mentors were assigned to support newly deployed teachers out of their subject area. In private schools CPD implementation was by far below expectation

The points raised in Table 12 might cause lack of teachers' interest towards CPD. Hence, it is indicative that CPD seeks critical scrutiny for better implementation and impact. From observation, what has been done so far is promising in matters related to CPD as indicated from the chart presented below. However, it still demands to get improved with the noted indicated in the above.



**Figure 6. CPD implementation**

In order to improve implementation of CPD it is worthy to develop a system of prioritizing, documenting and assessing CPD to stipulate the impact that can be aspired and to enshrine the power of fulfilling observed or felt gaps with the ultimate purpose of improving teacher competence and student achievement.

Cognizant of the implementation status mentioned thereof we attempted to investigate how the schools perform their activities strategically and how guided these are by standards which relates to school leadership. See results in Table 13.

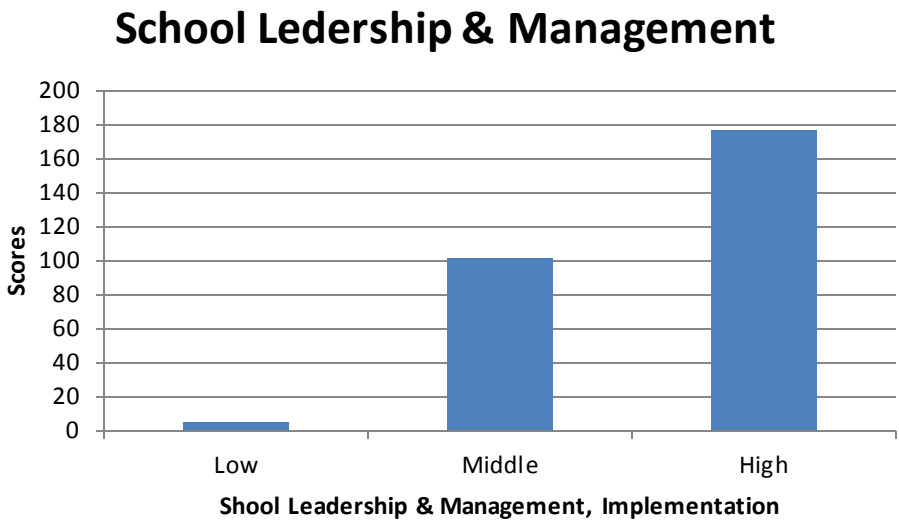
**Table 13. School leadership for School Program**

Item	Disagree		Undecided		Agree	
	F	%	F	%	F	%
The school:						
Focuses on strategic issues to implement the GEQIP components	27	9.7	57	20.4	195	69.9
Created common awareness on school mission and aims	22	7.9	53	19.1	202	73.0
Shares its mission, aims and gals to all stakeholders	23	8.2	46	16.4	211	75.3
performs each of its activities based on standards	19	6.9	50	18.1	207	75.0

As indicated in Table 13, most of the respondent teachers' responses depicted that the GEQIP components are implemented by focusing on strategic issues (69.9%), created awareness on

school mission and aims (73%), and each of the activities are performed based on standards (75%). From observation and interview data, and SIP and other activities, schools tend to base on annual plans. Most of the activities also step towards mitigating gaps. It is useful to devise mechanisms of developing school based medium and long-term strategies. That could help aligning the SIP with the stretched strategies and professional developments can also be tracked towards meeting the strategic goals.

As data obtained from PSTA members and SIP committee school leaders were not at good position in communicating vision and mission. Interview responses of supervisors indicated that principals were busy in practicing routine bureaucratic activities lacking time for implementing instructional leadership.



**Figure 7. School leadership and Management**

**4.5. Implementation of Civic and ethical education program component of GEQIP**

Civic and Ethical education is one of the GEQIP components. Since civics as an education deals with the relationships, and ethics as the value given to the human tradition, custom and character and the study of human behaviour, ensuring quality delivery of these two concepts is believed to enhance mutual respect among one another, enforce rule of law and enhance civic and ethical citizens. To investigate the way this program is being implemented at schools, data

was gathered from all stakeholders as teachers, educational leaders, students and PTSA members. Results are given in the below.

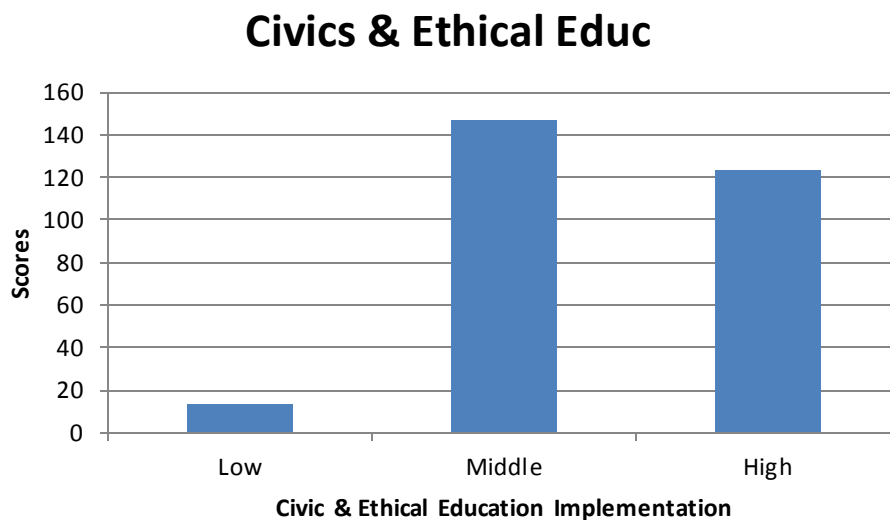
**Table 14. Civic and ethical education program**

Item	Disagree		Undecided		Agree	
	F	%	F	%	F	%
Mechanism is designed on how students understand democratic system	29	10.4	67	23.9	184	65.7
The civic and ethical education club in the school functions actively and focuses on fulfilling ethic and civic obligations	17	6.1	67	23.8	197	70.2
A system is established for students to identify and walk towards obligations and duties on a balanced manner	32	11.3	65	23.0	186	65.8
Students are practically working towards tolerance of diversity as a consequence of civic and ethical education	29	10.3	57	20.2	196	69.5
Situation is created that builds work ethic of students	44	15.7	73	26.2	162	58.0
students are engaging in community services	37	13.1	94	33.2	152	53.7

As presented in Table 14, more than two third of respondent teachers believe that mechanism was designed on how students understand democratic system (66%), civic and ethical education club in the school functions actively and focuses on fulfilling ethic and civic obligations (70%), system is established for students to identify and walk towards obligations and duties on a balanced manner (66%), and students are practically working towards tolerance of diversity as a consequence of civic and ethical education(70%). In spite of these, creation of a situation that builds work ethic of students and extent of student engagement in community services were agreed closer to a half of the respondents. Interview with supervisors indicated “በት/ቤት የስነ ዜጋና ስነ ምግባር ትምህርት ክብብ ተደራጅቶ በተማሪዎች ስነ ምግባር ዙሪያ ከሳይኮሎጂና ጋዴጃንስ ጋር በመተባበር በስነ ምግባርና ውጤት የተሸሉ እንዲሆኑ እየሰሩ መሆኑና የተማሪ ዉሳኔ ሰጪነት እንዲጨምር የተማሪች ፓርላማ ተቋቁሞ እየሰራ መሆኑ”. PTSA members in their turn indicated that ለተማሪ ውጤታማነትና በስነ ምግባር የተሸሉ እንዲሆኑ በቅርበት እየሰራን አይደለም። ወላጆችም ልጆቻቸውን እየተከታተሉ አይደለም። In support of



this a supervisor indicated ተማሪዎች በንድፈ ሃሳብ የተማሩትን በተግባር የሚያሳዩት ሥራ የለም. These tell the existence of divisive positions among respondents on civic and ethical issues. To develop civic and ethical society such programs are essential, but these should not be limited to schools only. Hence, mechanisms need to be devised with highest concern and integrated approach to undertake such a program that seeks concerted efforts among all stakeholders, in-school and out of school. Generally, there were wider gaps in involving students in community services. Some principals claimed that students were participating in volunteer services, but that was organized by out of school program.



**Figure 8. Civic and Ethical Education Implementation**

#### **4.6. Implementation of ICT education program component of GEQIP**

In the technological era where students are engaged a lot with technological demands, and with the intent of acquiring the 21<sup>st</sup> century skills, experiencing ICT right from early grades is important. The reformed general education curriculum framework emphasizes integration of ICT in all subjects and across all grades. These are informing the extent of the need to focus on ICT education and on the ways; it must be organized and delivered. With this endeavour, school-net system was launched in Ethiopia, and plasma and radio based delivery were in place. This program also expects schools to establish ICT labs that assist emerging shifts in the use of technologies for instructional purpose. Especially, in these days where we are exposed to

COVID-19 pandemic, there is excessive development of technological utilities that are used for educational purpose. The proposed implementation strategy for ICT is guided by the need to develop programs and initiatives, and this aspires an implementation that will progressively facilitate the process of integrating ICTs into the Ethiopian educational system.

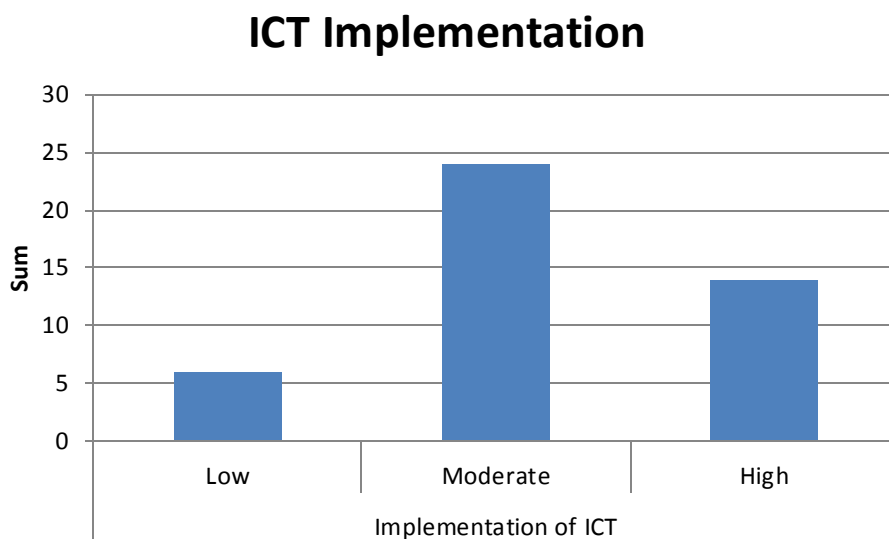
**Table 15. ICT education program**

Item	Disagree		Undecided		Agree	
	F	%	F	%	F	%
Plasma and radio are sufficiently available for instruction	112	40.0	52	18.6	116	41.4
The school net program facilitates the implementation of ICT program in schools	62	22.4	65	23.5	150	54.2
ICT lab is well organized in the school	60	21.7	61	22.0	156	56.3
The radio, plasma, ICT lab and students ratio are in line with the set standards	112	39.9	67	23.8	102	36.3
Students are developing ICT skills as a consequence of the ICT implementation in the school.	74	26.2	77	27.2	132	46.6

Table 15 depicts the level of use of ICT in the schools, and the results tend to vary from school to school that caused diffused percentage of levels of agreement. Some schools, largely private, do not have the use of either plasma or radio. Those that have plasma as well it tends to fail applications. Despite these the availability of ICT labs is not sufficiently provided to meet student population. In this regard, principals believe they have established ICT labs, but they declared that the ICT labs available at their schools are not sufficient to the student population. One principal indicated በት/ቤቱ በቂ ራዲዮኖችና ኮምፒውተሮች ያሉ ቢሆንም በኮሮና ወረርሽኝ ምክንያት እየተሰራበት አለመሆኑ። Another principal indicated that በአጠቃላይ ትምህርት ቤቱ የግል በመሆኑ የሚጠበቀውን ሁሉ በግሉ ጥረት እያከናወነ ቢሆንም ወጪው እንደተጠበቀ ሆኖ መንግስት ለሌሎች የመንግስት ት/ቤቶች እንደሚያደርገው የስልጠናና ድጋፍ እየሰራ ባለመሆኑ ተችግረዋል።

Another principal also indicated that በቂ ሬዲዮኖች የሉም። ነገር ግን ባሉት ሬዲዮኖች ከአንድ ማዕከል እንዲተላለፍ ዝርጋታ እያደረጉ ነው። ከሬዲዮ በስተቀር አስራ ሶስት ኮምፒውተር ቢኖርም ከክፍለከተማ እንዳትጠቀሙ ስለተባለ ለተማሪ ተደራሽ ማድረግ አልቻልንም።

Observation also revealed that the implementation of ICT at schools has not developed to the expected level, where the status could be label as moderate. The following chart presents the status.



**Figure 9. ICT education program**

The ICT related conceptions, supply, and implementation are demanding and something has to be done to elevate it. Especially, where students have advanced in their exposure to ICT, especially the prevailing social media, integrating ICT for learning is much weighing.

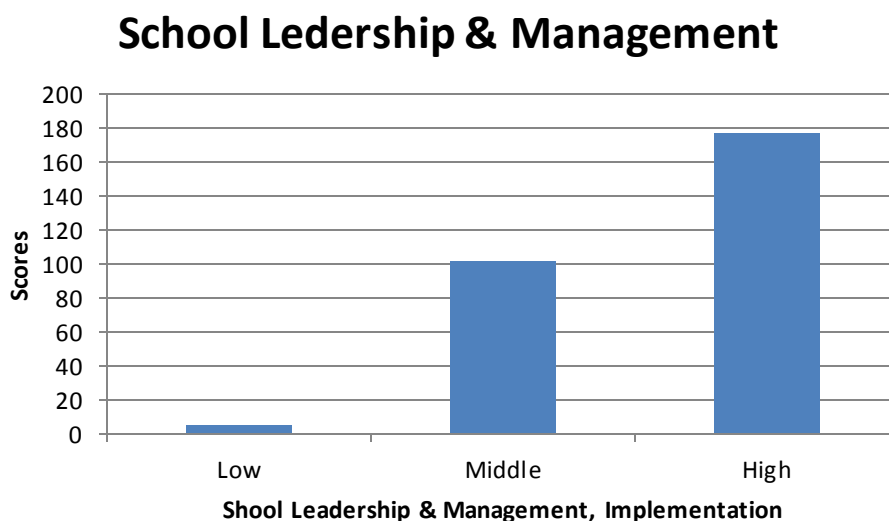
#### **4.6. School Leadership and Management Program**

Leadership and management as a program revolve around one central issue that is achieving organizational goals through involving people directly and indirectly in the activities of organizational goals attainment. In addition it aspires to be effective and influencing others. Leadership is presenting oneself collegial and management seeking to be inclusive and transparent via maintaining values. Both dictate to be getting work done through other people who understand and work towards organizational objectives. In this regard, an attempt was made to look into the leadership and management as a program referring the findings noted in the above. Classification of the leadership was also dome to locate the existing school leadrership and management.

Participant principals revealed that there is improvement in their roles as school leaders. But, when it comes to the implementation of GEQIP components one principal forwarded that:

በመምህራን ልማት እና በ ICT መርህ ግብር በስተቀር በተቀሩት መርህ ግብሮች ላይ እጅግ በጣም ስኬታማ ነን ብለዋል። በመምህራን ልማት የመንግስት ድጋፍ አነስተኛ ስለሆነ እና ሲፒዲ ያጠናቀቁ መምህራን ተከታታይ የክረምት ትምህርት ዕድል አለማግኘታቸው፤ በአይሲቲም ተማሪዎችን ከኢስቴቲክስ የሳምንት 6 ቀን በአንዱ ስናስተምር ስለምንጠየቅ አተገባበሩን አስችጋሪ አድርጎታል፡

These show that each of the GEQIP components is not equally emphasized and implemented. However, these indications might not be complete. Despite these, the appropriation of curricular and extracurricular issues related to ICT needs closer touch. The points mentioned in the leadership and management as a domain of SIP also indicated that there is gap in the execution of leadership roles in becoming seamless, open and participatory. Such notes indicate largely transaction type of leadership as existing leadership style that prevails much. But, what is sought is transformational leadership.



**Figure 10. School Leadership and Management Program**

#### **4.7. Overall situation of implementing GEQIP**

In the above we discussed component based status of implementation. We believed it is important to see the overall GEQIP implementation specifying current situations and challenges faced. Table 16 presents overall situation of implementing GEQIP.

**Table 16. Overall situation of implementing GEQIP**

Item	Disagree		Undecided		Agree	
	F	%	F	%	F	%
There exists a general education quality assurance framework with detailed programs	18	6.4	50	17.7	214	75.9
There is well established and clear organizational structure from Education Bureau to the school level to implement GEQIP	18	6.2	49	17.1	220	76.6
School inspection that informs ways of improving the framework are timely conducted and feedback provided	16	5.6	43	15.1	225	79.2
There is proper implementation of continuous professional development for teachers and school leaders	37	12.9	68	23.7	182	63.4
The feedback from inspection is positively contributing to improved teaching-learning	19	6.7	54	18.9	212	74.4

Since GEQIP implementation seeks existence of frameworks, and working institutional structure assessment was made to investigate the status in this regard. Table 16 indicates sufficient level of agreement (about 76%) on the existence of a general education quality assurance framework with detailed programs, and availability of well-established organizational structure from Education Bureau to the school level to implement GEQIP.

These indicate promising foundation for the implementation of GEQIP. But, these also inform that there is the need to work for more and excel with better mechanisms to implement GEQIP at a better scale. This demand identifying the challenges that caused limitations of successful implementation of GEQIP, the result of which is indicated in the below. In conclusion of the overall situation, there are conducive strategies that support the implementation of GEQIP

#### **4.8. Overall Challenges in implementing GEQIP**

Challenges associated with implementation of GEQIP are diverse and it is difficult to be exhaustive to address all. Yet, presented are some of the identified challenges and their scale in Table 17.

**Table 17. Overall Challenges in implementing GEQIP**

Item	Disagree		Undecided		Agree	
	F	%	f	%	F	%
Shortage of financial resource/budget	83	30.0	80	28.9	114	41.1
Lack of leaders' commitment	120	43.6	66	24.0	89	32.4
Lack of community participation	80	28.6	62	22.1	138	49.3
School leaders focus largely on bureaucratic issues rather than giving attention to the package	107	38.4	66	23.7	106	38.0
Taking the package as simple routine activities rather than as strategic issues	111	39.2	67	23.7	105	37.1
Lack of students' interest to play their part to implement the package	96	34.0	38	13.5	148	52.5
Teachers resistance	114	40.8	77	27.6	88	31.5

From Table 17 we see some level of agreement and disagreement in relation to the listed and possible challenges. The dichotomies of views on the challenges indicate diversity in the level of awareness, but also in the scope of private-public schools. Private schools are required to implement the GEQIP components but are not benefiting from the GEQIP funding. Significant proportion of participants also fail to rate their scale which might indicate lack of awareness. Some of the challenges include shortage of financial resource/budget – in one hand it does not include the private schools on the other hand it may not be sufficient to address each of the GEQIP components. Indicated were also lack of leaders' commitment and lack of community participation as detrimental for quality provision. Indicated also was focus by school leaders to bureaucratic issues rather than to achieving the components of the package. As teachers are among the implementers of some of the components, their perception towards and acceptance of the package as simple routine activities rather than as strategic issues is daunting that need to get buy in.

In the above each of the components are analysed and status deliberated. However, what did the status look like when considered in terms of the several categories of background was demanding. Example, how were the aggregate GEQIP look like with respect to school type was presented below.

#### 4.9. Comparisons among Groups

The discussion provided in the above largely bases on data gathered from the respondents and hence may not represent all types of respondents equally. To uncover possible difference, if there exists, we conducted comparison of the various categories of components of GEQIP with respect to background characteristics of respondents. The results are given in the below.

**Table 18. Comparison by aggregate of scales by school type (Public-Private)**

Variable	Type of Institution	N	Mean	SD	T	Df	P
Aggregate of each component	Public	241	3.6782	.63124	-1.26	533	.208
	Private	294	3.7477	.63808			

Since the provision of support is not the same to each type of schools as public-private, we made comparison between the two school groups. Table 18 shows no statistical significance different by school type in implementing GEQIP. This triggers the question “could GEQIP be subjected to school type, as private schools never benefit from GEQIP?” to remain to be a discussion point. This means there is the need for further explication on the manifestation of GEQIP status on equal footing between private and public schools. But as the result pointed out in the above could be swapped by the joint effect of the components, an attempt was made to check if the implementation across the public-private groups stands to be same for each of the GEQIP components. The result for the comparison between school types with respect to each component is presented in Table 18 in the below.

**Table 19. Independent samples t-test for the comparison of mean scores with respect to school types**

GEQIP Program Component	Gender	N	Mean	SD	<i>t</i>	<i>Df</i>	<i>P</i>
SIP Program	Public	241	2.0945	2.02007	.342	534	.732
Cycle	Private	295	2.0340	2.04754			
Teaching-	Public	241	2.0846	2.00509	-.053	521.766	.958
Learning	Private	294	2.0940	2.11378			
Curriculum	Public	130	3.7615	.81106	-2.680	257.163	.008
Evaluation for improvement	Private	151	4.0061	.70238			
Safe School	Public	241	1.9914	1.91599	-.141	523.677	.888
Environment	Private	295	2.0155	2.03958			
Community	Public	241	2.0041	1.92380	-.045	524.558	.964
participation	Private	294	2.0119	2.06865			
School	Public	240	2.1329	2.05120	.209	533	.834
leadership and management	Private	295	2.0949	2.12128			
School program	Public	131	3.8200	.85571	-1.857	280	.064
	Private	151	4.0017	.78696			
Continuous	Public	241	2.0923	2.00710	1.238	501.566	.216
professional development	Private	295	1.8813	1.90547			
Civics and	Public	128	3.5680	.84098	-2.698	280	.007
Ethical	Private	154	3.8279	.77499			
Education	Public	241	1.3450	1.38492	-.907	527.585	.365
ICT Education	Private	294	1.4593	1.52755			
General	Public	131	3.8813	.77045	-.748	284	.455
Situation of	Private	155	3.9491	.75922			
GEQIP implementation							
Challenges to	Public	241	1.7394	1.72025	1.710	491.300	.088
GEQIP implementation	Private	295	1.4940	1.56669			

As presented in Table 19, the implementation status of GEQIP across public and private schools was revealed to be the same except for 'Curriculum Evaluation for improvement' with  $t = -2.68$ ,



df = 257.163,  $p = .008 < .05$  and 'Civics and Ethical Education' with  $t = -2.698$ ,  $df = 280$ ,  $p = .007 < .05$ . The difference between school program (scales including focus on strategic issues to implement the GEQIP components, creating common awareness on school mission and aims, sharing mission, aims and gals to all stakeholders, and performing each activities based on standards) was close to critical point  $t = -1.857$ ,  $df = 280$ , and  $p = .064$  with mean of private 4.00 while that of public is 3.82. Though the result depicts no statistically significant difference, an attempt was made to uncover possible explanations. Some points were noted in that regard that included issues of purpose of establishment (public schools for service, but private schools with additional intention of profit), issues supervision and inspection the extent of including the issues discussed herein, and development of these issues at a school level or at owners discretion (especially for private schools). These require further deliberation of how the inspection must be designed to include more other issues that those specified.

**Table 19. Comparison by components of GEQIP with respect to gender**

GEQIP Program Component	Gender	N	Mean	SD	<i>t</i>	<i>Df</i>	<i>P</i>
SIP Program	Male	335	2.0750	1.99878	.133	412.92	.894
Cycle	Female	204	2.0507	2.09709			
Teaching-	Male	335	2.0946	2.02201	-.004	407.62	.997
Learning	Female	203	2.0953	2.13948			
Curriculum	Male	180	3.7819	.75858	-3.377	281	.001
Evaluation for improvement	Female	103	4.0939	.72786			
Safe School	Male	335	2.0087	1.93604	.005	407.41	.996
Environment	Female	204	2.0078	2.06566			
Community	Male	335	1.9925	1.94352	-.292	400.11	.771
participation	Female	203	2.0456	2.10450			
School	Male	335	2.1181	2.04440	.000	536	1.000
leadership and management	Female	203	2.1180	2.17057			
School program	Male	181	3.7758	.86564	-4.084	282	.000
	Female	103	4.1796	.67224			
Continuous	Male	335	1.9715	1.96811	-.003	537	.998
professional development	Female	204	1.9720	1.93054			
Civics and	Male	178	3.7103	.85952	-.002	281	.998
Ethical	Female	105	3.7105	.73178			
Education	Male	335	1.4370	1.50095	.658	448.47	.511
ICT Education	Female	203	1.3527	1.40435			
General	Male	178	3.9434	.80086	.709	285	.479
Situation of	Female	109	3.8775	.69690			
GEQIP implementation	Male	335	1.6427	1.68116	.784	451.64	.434
Challenges to	Female	204	1.5304	1.56993			
GEQIP implementation							

Implementation of GEQIP components was not statistically different with respect to gender except for both curriculum evaluation for improvement and school program. The items considered for the component of curriculum evaluation for improvement include involvement of teachers' in curriculum evaluation, whether there is a system that is established to link the

curriculum with students day-to-day activities, whether there is culture of ensuring the achievement of minimum learning competencies set in each subject, and whether there is a culture whereby teachers integrate curriculum framework, teacher guide and a textbook. The component for school program also included focusing on strategic issues to implement the GEQIP components, creation of common awareness on school mission and aims, sharing mission, aims and goals to all stakeholders, and performing each of its activities based on standards. The mean score of female teachers outperformed that of their counterpart male teachers to have a better view on the implementation of the items of this component. Interview result also informed to be same in that female teachers believe to have readiness and willingness to know issues in their school and act consciously. In both sub-components females were found to have higher mean score as compared with male teachers. Since these functions are expected to be equally likely for each of the teachers, existence of statistically significant difference seeks closer examination, one factor could be school type, or qualification and experience of teachers each of which is discussed in the below.

**Table 20. ANOVA for Comparison of components of GEQIP with respect to School Level (Pre-primary, primary, secondary)**

		Sum of Squares	Df	Mean Square	F	Sig.
SIP Program Cycle	Between Groups	8.118	2	4.059	.980	.376
	Within Groups	2219.088	536	4.140		
	Total	2227.206	538			
Teaching- Learning	Between Groups	4.986	2	2.493	.584	.558
	Within Groups	2285.212	535	4.271		
	Total	2290.198	537			
Curriculum Evaluation for improvement	Between Groups	6.577	2	3.289	5.871	.003
	Within Groups	156.837	280	.560		
	Total	163.414	282			
Safe School Environment	Between Groups	5.211	2	2.606	.661	.517
	Within Groups	2112.890	536	3.942		
	Total	2118.101	538			
School leadership and management	Between Groups	7.508	2	3.754	.858	.424
	Within Groups	2340.172	535	4.374		
	Total	2347.680	537			
School program	Between Groups	4.399	2	2.199	3.300	.038
	Within Groups	187.280	281	.666		
	Total	191.679	283			
Continuous professional development	Between Groups	8.461	2	4.230	1.111	.330
	Within Groups	2041.846	536	3.809		
	Total	2050.307	538			
ICT Education	Between Groups	.818	2	.409	.190	.827
	Within Groups	1150.914	535	2.151		
	Total	1151.732	537			
General Situation of GEQIP implementation	Between Groups	5.933	2	2.967	5.255	.006
	Within Groups	160.335	284	.565		
	Total	166.268	286			
Challenges to GEQIP implementation	Between Groups	1.858	2	.929	.345	.709
	Within Groups	1444.055	536	2.694		
	Total	1445.913	538			

Implementation of each of the GEQIP components was analysed with respect to levels of schools (pre-primary, primary, and secondary). The result depicted that there is statistically significant difference between the levels of schooling for the components of teachers' involvement in curriculum evaluation for improvement, school program, and challenges faced during implementation. The mean score of  $M = 4.10$ ,  $SD = .53$  for pre-primary,  $M = 3.99$  and  $SD = .76$  for primary and  $M = 3.70$ ,  $SD = .78$  for secondary for teacher involvement in curriculum evaluation for improvement;  $M = 4.12$  and  $SD = .61$ ,  $M = 3.99$  and  $SD = .85$ , and  $M = 3.76$  and  $SD = .81$  for pre-primary, primary and secondary respectively on school program; and  $M = 4.24$  and  $SD = .63$ ,  $M = 3.97$ ,  $SD = .68$ , and  $M = 3.76$ ,  $SD = .87$  respectively on faced challenges. These indicate teacher involvement in curriculum evaluation and on school program being higher in lower grade school levels, while challenge is comparatively lower in primary school.

Despite the above, the data for the components of Community participation and Continuous professional development violated the assumption of homogeneity of variance, and hence non-parametric Kruskal-Wallis test was run the result of which is presented as below that reveals no statistically significant difference on the GEQIP components of community participation and on Continuous Professional Development across the school levels.

**Table 21. Kruskal-Wallis test for Comparison of components of community participation and on Continuous Professional Development with respect to School Level (Pre-primary, primary, secondary)**

	Level of School	N	Mean Rank	Chi-Square	Df	Sig
Community participation	Pre-Primary	50	280.79	3.895	2	.143
	Primary	287	278.84			
	Secondary	201	253.36			
	Total	538				
Continuous professional development	Pre-Primary	51	297.92	2.536	2	.281
	Primary	287	271.14			
	Secondary	201	261.28			
	Total	539				

The result in Table 22 depict that there is no any statistically significant difference in the implementation of the components of community participation and Continuous Professional Development with respect to level of school.

**Table 22. ANOVA test for Comparison of components of GEQIP with respect to Education Level of respondents**

		Sum of Squares	Df	Mean Square	F	Sig.
Curriculum Evaluation for improvement	Between Groups	9.917	3	3.306	6.002	.001
	Within Groups	153.130	278	.551		
	Total	163.048	281			

With respect to education level of respondents, statistically significant difference was observed between teachers with different qualification levels only on the involvement of teachers in curriculum evaluation for improvement, whereas in all the other components there is no any real difference. The pattern of involvement decreasing as qualification level increases from certificate to master degree level, which needs to critical examination.

**Table 23. Comparison of teachers' responses on each of the components of GEQIP with respect to their year of experience**

		Sum of Squares	Df	Mean Square	F	Sig.
Civics and	Between Groups	9.553	3	3.184	5.005	.002
Ethical	Within Groups	176.886	278	.636		
Education	Total	186.439	281			

From Table 24, one can see that the only statistically significant difference was observed on the implementation of civic and ethical education, with higher mean score of  $M = 4.00$  at pre-school followed by primary  $M = 3.74$ . As education level increases the expectation would have tended to better implementation of civic and ethical education, but the real observation depicts otherwise.

As the assumption of homogeneity of variance was violated for the components of Continuous professional development and General Situation of GEQIP implementation ( $p = .009$  and  $p = .005$  respectively), a non-parametric Kruskal-Wallis test was employed, but the result presented as below reveals that there is no statistically significant difference on CPD and the challenges to implementing GEQIP with respect to respondents level of education.

**Table 24. Kruskal-Wallis test for Comparison of CPD and challenges in implementing GEQIP components with respect to Education Level (Certificate to Master)**

	Level of School	N	Mean Rank	Chi-Square	Df	Sig
Continuous professional development	5 Years and Below	125	272.82	1.705	3	.636
	6 – 10 Years	184	274.83			
	11 – 20 Years	149	257.39			
	21 Years and Above	75	257.17			
	Total	533				
General Situation of GEQIP implementatio n	5 Years and Below	65	160.24	3.942	3	.268
	6 – 10 Years	103	139.40			
	11 – 20 Years	81	134.49			
	21 Years and Above	37	145.24			
	Total	286				

From the discussions presented in the previous sections, revealed was that the overall implementation of GEQIP is higher in the components of SIP and CPD. It was revealed that there is no problem in planning for SIP in the public schools, but perseverance in implementation. This was contended by the fact that expected change is not achieved in the overall school achievement and student learning outcomes. The GEQIP conception and implementation in the private schools is largely dependent on the central plan than specific school based planning. The trend of declining implementation, at least in the view towards GEQIP implementation from pre-school to secondary schools in the components of Civic and ethical education, school programs, and curriculum evaluation for improvement seeks careful attention. The overall limitation with the implementation of ICT also seeks careful attention since we are in an era that demands technical advancement and want to meet the 21<sup>st</sup> Century skills. All in all GEQIP as an aggregate program is staggering in its implementation despite some of its components. The issue of inclusion/exclusion of both public and private schools also demands critical look.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The major objective of this study was to conduct an assessment of the implementation of the General Education Quality Improvement Program in Primary and Secondary Schools of Addis Ababa City Administration. To that end, the following research questions were set

To what extent is the General Education Quality Improvement Program implemented in Addis Ababa primary and secondary schools?

Which programs of the General Education Quality Improvement are being implemented better and which ones need more attention?

What factors are affecting the implementation of the General Education Quality Improvement Program in Addis Ababa primary and secondary schools?

What are the strengths, limitations, opportunities, and threats to successfully implement the General Education Quality Improvement Program in Addis Ababa primary and secondary schools?

To conduct the study, mixed research methods employing both quantitative and qualitative research methods were used. Relevant data for the study were generated from both primary and secondary sources. The primary sources of the study were key informants from Education Bureau, sub-city offices, and respondents from primary and secondary schools that include cluster supervisors, principals, teachers, students, and PSTA members.

The study targeted 50% of the sub-cities on Addis Ababa where the sub-cities were categorized as central and periphery, and selection was made accordingly. Schools were also categorized as pre-primary, primary and secondary using stratified sampling. Once, the schools were categorized, for large homogenous population, simple random sampling technique was used after determining strata while for small population census sampling were included. The teacher populations were classified as pre-primary, primary and secondary by types of schools as private and public.

For the qualitative data, the principle of 'data saturation' was employed, whereby data and information collection were carried out until adequate data had been collected and no new information or themes.

Since this research employed descriptive survey (mixed method), instruments of data collection for the study were questionnaire, semi-structured interview, focused group discussion, observation and document analysis. Hence, both open and close ended questionnaires were used to gather the required information and were presented on a five-point Likert scale. The scale ranged from: 1= strongly disagree (SDA), 2= Disagree (DA), 3= Neutral (N), 4=Agree (A) and 5=Strongly Agree (SA). With the same rating, respondents were also asked to rate from Very Low to Very High. The items were clear and simple enough to be understood by the respondents. The open-ended items were presented following the closed questions, for further clarification. To get additional information or idea, interview, focused group discussion document analysis and observation were used as tools of data collection. Qualitative data were analysed using percentage, mean and standard deviation and the qualitative data were annualized through narration. Then the results were accordingly summarized as noted in the below. As a follow up the major findings, conclusion and recommendations, and notes for policy input were forwarded based on the findings.

## **5.1. Summary of the Findings**

### **SIP Program Cycle**

The research report showed that SIP program cycle of the GEQIP was implemented by using self-assessment data and comments collected from the concerned stakeholders. Accordingly,

Organizing and conducting feedback on overall school improvement was below expectation. Moreover, students were not fairly participating in the school self-evaluation process.

Three years strategic plan had been prepared in schools following self-assessment information and through participation of stakeholders, but yearly SIP plan had been

prepared without conducting self-assessment in significant number of schools and involving stakeholders.

According to the data obtained from observation, better activities were carried out in some private schools in conducting self-assessment and taking the feedback as input for planning and improvement. But, whether the driving force is profitability or excelling quality of education is prone to debate.

As depicted by the data obtained from document analysis, benchmark was not properly formulated from the analyzed data for further quality improvement. Rather, it seemed to be conducted for the sake of show-up and fulfillment of the expected criteria to respond.

### **Teaching-Learning domain**

There were better practices in some schools that undertook better programs for special needs students by identifying students with special needs, arranging tutorial, funding, and giving them counselling services to properly assist them.

Most of the respondents believed that implementing active learning and continuous assessment were their success areas and implementing them properly. But the qualitative data revealed that the actual practices of active learning were grouping students and giving them a task, and continuous assessment as repeated testing and recording (tests, activities, attendance, participation, etc.) rather than using these following scientifically set pedagogical procedures. Therefore, there were misconceptions on both active learning and continuous assessment and linking them for instructional improvement.

There were no pedagogical based activities to identify and accordingly support gifted and talented students, rather than considering their gift, talent, learning styles, physical conditions, emotional disorders, and learning pace etc. the schools had given attention to disability and impairments as if these are the only special need students and tried to support them.

Supporting students with special needs, girls and students who are left behind in coping up with their peers had been carried out by committed teachers rather than footing on structured system and designed strategy.

### **Curriculum implementation for learning and Evaluation for improvement**

Teachers attempted to support students to meet the minimum learning competencies set in each subject by preparing worksheet and presenting to the students. However, gaps were identified in the area of integrating curriculum framework, teacher guide and textbook, and alignment with stated minimum learning competencies.

Significant number of teachers seemed to have gap in identifying what the curriculum framework is and using the teacher guides. Curriculum evaluation reports were not available in observed schools indicating the absence of curriculum evaluation practices. The country is on the way of curricular reform, therefore teachers are expected to know the intentions of the curriculum framework, and devise school-based system of curriculum evaluation for quality education to happen.

No evidence was assured for the involvement in curriculum evaluation, albeit their reports of involvement.

### **Safe School Environment**

The study revealed that schools and their compounds were relatively safe and comfortable, particularly in physical setting and sanitation especially in public schools. Some private schools are safe and appealing, but some are narrow and are not convenient to student's free movement and involving in outdoors activities.

Most schools were under the influence of external disturbances, such as, sound pollution, sourced from music shops of commonly known as Arkebe shop. Moreover, girls of some schools were psychologically influenced by road dwellers nearby schools that disturbed them during their entrance to the schools and exit from the schools.

### **Community Participation**

There were programmed school-parent relationships in some schools like twice annually and occasionally of some other schools based on the request of schools. However, the school community relationship was by far below expectation. Their involvement in instructional engagements is lower than expected.

## **School Leadership and Management**

Majority of the teachers were happy with the school leadership in terms of getting room for SIP planning and implementation (81.7%), helping teachers and department heads to working collaboratively (76.7%), but largely in public schools. In private schools the same is not true. Despite these, the focus of leadership was on fulfilling requirements than transforming the schools, and generating new ideas.

## **Implementation of CPD component of GEQIP**

Linking CPD to career development and advance qualification was at better position in government schools, however emphasis on upgrading than updating.

Induction of beginner teachers was also reported as one emphasis areas. But limitations were observed in implementing, mentorship, and lack of sufficient budget.

Teachers were encouraged in most schools to participate in CPD training based on their identified gaps. Additionally, monitoring and evaluation were conducted for the school teachers to support CPD program.

School CPD coordinators engage in identifying what teachers need to get trained and checked whether the training hours for CPD was sufficient. Mentors carefully plan and implement induction program for newly deployed teachers. However, significant number of teachers lacked interest towards CPD. The focus was on reporting the fulfilment of the required hours than improving self learning and updraging of oneself.

## **School leadership and management Program**

As 69.9% respondent teachers forwarded, the GEQIP components had been implemented by focusing on strategic issues.

School leaders were not at good position in communicating vision and mission. Moreover, principals focused more on bureaucratic activities rather than implementing instructional leadership. While leadership was expected to be transformational, the on-going is either transactional or laissez-faire.

### **Civic and ethical education program**

More than two third of respondent teachers agreed that mechanism was designed on how students understand democratic system (66%), the establishment of system for students to identify and walk towards obligations and duties on a balanced manner (66%),

PSTA members on their part argued that, there were gaps to practically implement value formation and meeting ethical standards on students.

### **ICT education program**

Private schools didn't have the use of either plasma or radio, government schools that have plasma tend to fail applications. Moreover, the availability of ICT labs was not sufficiently provided to meet student population.

Observation also revealed that the implementation of ICT at schools has not developed to the expected level.

### **Overall situation of implementing GEQIP**

Respondent agreed the existence of a general education quality assurance framework with detailed programs, and availability of well-established organizational structure from Education Bureau to the school level to implement GEQIP. These indicate promising foundation for the implementation of GEQIP. But implementing the framework was not as it was to be.

### **Overall Challenges in implementing GEQIP**

Private schools were required to implement the GEQIP components but were not benefiting from the GEQIP funding.

Shortage of financial resource/budget, lack of leaders' commitment and lack of community participation were reported as detrimental for quality provision.

The focus of school leaders to bureaucratic issues rather than to achieving the components of the package was manifested.

## 5.2. Conclusions

Drawn from the findings of this study, the following conclusions are set.

The overall implementation of GEQIP is not consistent for each program component. SIP and CPD are among those that were found to be on a fairly acceptable, but they need critical focus where their implementation status can be assessed during inspection. The intent of SIP should not be to fulfil what is expected by inspection, but for improved school functions, and student learning outcomes; and CPD for learning progression and professional development. The other components are either seeking upgrading or adjusting rethinking. Some concluding remarks are elaborated for each program component of GEQIP.

We can conclude that there is relatively good status of implementation of SIP program cycle of the GEQIP as there is the trend of using self-assessment data and comments collected from the concerned stakeholders especially in preparing three years strategic plans, but benchmark was not properly formulated from the analyzed data for further improvement, rather, it seemed to be conducted for the sake of fulfilling the expected criteria of inspection. Other domains of SIP like teaching-learning, community participation, and safe school environment are implemented variably across different schools. Curriculum evaluation, though reported to be well done, document analysis didn't support this assertion showing this component to be in critical gap.

Teacher development program in either upgrading or updating was shown to be implemented at a better level – maximum emphasis on upgrading as this is associated with career development and promotion. But, the updating is done with limited scope of fulfilling requirements and specifically on time requirement. This is not well received and appreciated by teachers themselves. CPD implementation was also found to focus on repetitive training programs (repeatedly giving training at different time on the same topics) without assessing needs and gaps.

The induction was weak as it is considered a routine requirement than building one's professional identity. Mentors were assigned to support newly deployed teachers out of their subject area. In private schools CPD implementation was by far below expectation.

Civic and ethical education must have been addressing equally irrespective of school type since both function in a community members of same demand for civics and ethics. But, variation was observed in focus and action among the private and public schools.

The implementation of ICT at schools has not developed to the expected level and this needs critical scrutiny and support.

Lastly, the required standards to be ensured by inspection are dictating some schools to direct their school activities, than what actually must be done to excel the school and achieve the objectives it was established for.

### **5.3 Recommendations**

Based on the identified gaps the following recommendations are forwarded.

The research indicated the existence of efforts to manage SIP program cycle, but it needs to be strengthened towards involving all stakeholders for a better sense of awareness, inclusion of critical needs and in making strategic gains. Thus,

- It is recommended for the Education Bureau to design monitoring and evaluation system on how SIP cycle is implemented as intended.
- Inspection department of ETQPAAA and supervision services should encourage and support schools to fully conduct self-assessment and accordingly prepare 3 years strategic and yearly operational plans that insure SIP implementation.
- School leaders should give attention to organize and conduct continuous feedback among all the concerned bodies to properly implement SIP, and tool has to be developed to ensure this.



- Principals are recommended to design mechanism on how to use self-evaluation data to prepare yearly SIP plan and participate students during the school self-evaluation process, and in decision making.
- As benchmark is critical for improvement and planning action benchmarks should be formulated by school leaders from the analyzed data during self-assessment for further improvement, and these need to be shared to all stakeholders for review and joint effort.
- It is recommended to prepare a guideline for designing strategy on how all kinds of students with learning difficulty, physical disabilities, different learning styles, multiple intelligences, gifted, talented, emotional disorder, etc. are treated.
- Outcome based training on active learning, continuous assessment and the ways of linking them to teachers, principals' supervisors and curriculum experts and designing system of monitoring and evaluating implementation of active learning and continuous assessment is recommended.
- Mechanisms need to be designed to ensure the alignment of curriculum framework, teacher guide and textbooks, on the line of meeting minimum learning competencies, and this needs to be included with the works of inspection.
- Mechanism should be designed and guidelines developed on how curriculum evaluation is conducted in schools, and has to be monitored accordingly.
- There is a need to design a system on how curriculum committee involve in curriculum related professional activities including evaluation of curriculum materials, and this has to be supported by a guideline.
- Whether school leaders share vision and mission to the school community and other concerned bodies has to be monitored, and mechanisms that regulate whether principals pay attention to instructional related tasks need to be put in place.
- Space limitation was hindering some schools from implementing GEQIP program components, especially for private schools. Something has to be done to resolve this problem if they are to be accountable for their functions.
- There has to be some means to facilitate conditions on how schools can be legally protected from external influences.

- Since involvement of parents was limited to administrative issues, their role in improving student learning was limited. Hence, strategy should be designed on how parents can play their roles towards students' academic achievement.
- If GEQIP is to be performed across all school types, some solution need be put in place to include private schools in any benefit and make them accountable for the requirements.
- School leaders should facilitate CPD focused training based on need assessment and gap analysis and evaluating its impacts, than mere repetitions.
- Value formation and meeting ethical standards on students should be given proper attention by concerned bodies.
- ICT was not implemented well, and was treated as issue of infrastructure. But, this has to be strengthened and has to be utilized to improve instruction. Thus, ICT for educational purpose has to be well thought, planned and utilized properly.

#### **5.4. Best practices**

- The attempts made so far, though still demands to be worked out, to make schools internally safe environments with proper sanitation.
- Preparing 3 years SIP strategic plan and identifying priority areas.
- Better practices in some schools that undertook proper programs for special needs students including identifying students with special needs, offering tutorial, funding and assisting such students.
- Inspection and follow up, and giving critical feedback to schools for improvement despite so many things that need to be upgraded and redesigned.

#### **5.5. Critical challenges**

- The compound of significant number of private schools was not convenient for student's free movement that helped them to involve in outdoors activities.
- External environments were not convenient to many schools due to the exposure to sound pollution, psychological influence, substance abuse, etc...

- The inspection guidelines seem to lack some critical components that need to be explicitly measured. Some additions indicated in the recommendation section also seek to be addressed to mitigate associated challenges.

## **5.6. Notes for Policy Input**

- The way public and private schools benefit from GEQIP and can be put as accountable to the requirements needs to have policy attention.
- From the findings it seems that the economic return of GEQIP stands to be lower as there were so many deficiencies. Hence, measurement rods for each of the GEQIP components and associated guidelines need to be designed to ensure things are properly aligning input, process, output and impact.
- Strategy for inclusion and support of students with learning difficulty, physical disabilities, learning styles, multiple intelligences, gifted, talented, emotional disorder, etc. need to be considered.
- The need to control of external pressures for safe school environment.

## **5.7. Suggestions on further study**

- Practices and challenges of parental involvement in ensuring education quality
- School location and safety for learning; and associated factors that affect the safety of external school environment
- Identification of gifted and talented students and investigating what is needed for better learning.
- Piloting better ways of implementing GEQIP in some selected schools

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## Appendices

### Appendix 1: በመምህራን የሚሞላ መጠይቅ



#### በመምህራን የሚሞላ መጠይቅ

**በአዲስ አበባ ከተማ አስተዳደር ውስጥ በሚገኙ በአጸደ ሕጻናት፣ በመጀመሪያና ሁለተኛ ደረጃ መምህራን የሚሞላ መጠይቅ**

ይህ መጠይቅ በአዲስ አበባ ከተማ አስተዳደር የትምህርትና ሥልጠና ጥራት፣ ሙያ ብቃት ምዘናና ማረጋገጫ ባለስልጣንና በኤሌክሲር የምርምርና ማመከር አገልግሎት ትብብር በአጠቃላይ ትምህርት ጥራት ማስጠበቂያ ፓኬጅ የለበትን ደረጃ ለማጥናት የተዘጋጀ ነው።

መጠይቁ ሁለት ክፍሎች ያሉት ሲሆን፣ የመጀመሪያው ክፍል ከጥናቱ ጋር ተዛማጅ የሆነ ግለ መረጃ ነው። ሁለተኛው ክፍል ደግሞ ከጥናቱ መሠረታዊ ጥያቄዎች ጋር የሚገናኙና የጥናቱ ዓላማ መሰረት ተደርጎ የተዘጋጁና ለጥናቱ ውጤታማነት ወሳኝ የሆኑ መረጃ መሰብሰቢያ ጥያቄዎች ናቸው። በዚህ ክፍል የሚገኙ ጥያቄዎች ዝግና ክፍት ጥያቄዎችን አካትተዋል።

#### ክፍል 1:- ግለ መረጃ

1. ፆታ:- ወንድ ☐ ሴት ☐
2. የሥራ ልምድ:- ከ5 ዓመት በታች ☐ ከ6-10 ዓመት ☐ ከ11-20 ዓመት ☐ 21 ዓመትና በላይ ☐
3. የትምህር ደረጃ:- ሠርተፊኬት ☐ ዲፕሎማ ☐ የመጀመሪያ ዲግሪ ☐ 2ኛ ዲግሪ ☐
4. የሚያስተምሩበት ደረጃ:- አጸደ ሕጻናት ☐ የመጀመሪያ ደረጃ ☐ 2ኛ ደረጃ ☐
5. የትምህርት ቤቱ ዓይነት:- የመንግስት ☐ የመንግስት ያልሆነ ☐



6. ያልዎት ተጨማሪ ኃላፊነት፡- የዴፓርትመንት ተጠሪ ☐ የክብብ አስተባባሪ ☐ የአዲስ ጀማሪ መምህር አማካሪ ☐ ሌላ ተጨማሪ ኃላፊነት -----

## ክፍል 2፡-

### ማሳሰቢያ

ቀጥሎ በቃለ መጠይቁ ውስጥ የተጠቀሱ ቃላት

- የደረጃ ማነጻጸሪያ ነጥቦች (*bench mark*)= በትምህርት ቤት መሻሻል ዕቅድ ወቅት በተሰበሰበው መረጃ መነሻነት የሚለይ የተማሪዎች ውጤትና ትምህርት ቤቱ ያለበት ደረጃ
- እንዲተገበር የተቀመጠው ሥርዓተ ትምህርት (*intended curriculum*)= በመንግስት ተዘጋጅቶ በሁሉም የትምህርት ተቋማት በወጥነት የሚተገበር ሥርዓተ-ትምህርት።
- ልዩ ፍላጎት ያላቸው (*Gifted, talented, impaired*)= ከመካከለኛ የትምህርት አቀባበል የተለዩ ማለትም በላይ ወይም በታች የሆኑ ተማሪዎች ናቸው። ስለዚህ የሚሰጡት ምላሽ እነዚህን ሀሳቦች ከግምት ያስገባ ነው።
- የሥርዓተ ትምህርት መሳሪያዎች (*curriculum materials*)= መርህ-ሥርዓተ ትምህርት፣ የመምህሩ መምሪያና የተማሪዎች መማሪያ መጻሕፍት ምላሽ በሚሰጡበት ጊዜ ከግንዛቤ የሚገቡ ናቸው።

ቀጥሎ በቀረቡት ሠንጠረዦች ውስጥ የቀረቡትን ጥያቄዎች በማንበብ በሚስማሙበት ሐሳብ ስር የ× ምልክት በመጠቀም ይመልሱ። ከሠንጠረዦቹ በታች ባለው ክፍት ቦታ ላይ ያለዎትን ተጨማሪ ሀሳብ በመጻፍ ይግለጹልን፤

1= በጣም አልስማማም 2= አልስማማም 3= ለመወሰን እችላለሁ 4= እስማማለሁ 5= በጣም እስማማለሁ

1. የትምህርት ቤት መሻሻል ዑደት (cycle)ን በተመለከተ

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
1.1	ትምህርት ቤቱ ያለበትን ደረጃ ለይቶ የትምህርት ቤት መሻሻል ስትራቴጂክ ዕቅድ ለማዘጋጀት ከሚመለከታቸው አካላት ሁሉ መረጃዎች ይሰበስባሉ።					
1.2	ከውስጥም ሆነ ከውጪ የሚሰጡ አስተያየቶች ተተንትናው ለ3 ዓመት ትምህርት ቤት መሻሻል ስትራቴጂክ ዕቅድ ዝግጅት በግብዓትነት ጥቅም ላይ ይውላሉ።					
1.3	የሚተነተኑ መረጃዎች ትምህርት ቤቱ የደረጃ ማነጻጸሪያ ነጥቦች (bench mark) መለያና ማሻሻያ ሆኖ ጥቅም ላይ ይውላሉ።					
1.4	የትምህርት ቤት መሻሻል ኮሚቴ ትምህርት ቤቱ የደረጃ ማነጻጸሪያ ነጥቦች ለይቶ ለዕቅድ ዝግጅት በግብዓትነት ይጠቀምበታል።					
1.5	የትምህርት ቤት መሻሻል ትግበራ የትምህርት ቤቱን የትኩረት መስኮች መሰረት ያደርጋል።					
1.6	ሁሉም ግብዓቶች (የሰው ኃይል፣ ቁሳቁሶችና ፋይናንስ) ተቀናጅታው ለትምህርት ቤቱ የትኩረት መስኮች ስኬት ይውላሉ።					

በትምህርት ቤት መሻሻል ዑደት ላይ ያልዎት ተጨማሪ ሐሳብ

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## 2.መማር ማስተማር ዐቢይ ርዕሰ-ጉዳይና ሥርዓተ ትምህርት ማሻሻያ ፕሮግራም

ተ.ቁ	መማር ማስተማር ዐቢይ ርዕሰ-ጉዳይ	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
2.1	በክፍል ውስጥ የሚስተዋሉት የችሎታ፣ የተሰጥኦና የመማር ፍጥነት (ልዩ ፊላጎትን) ከግምት ውስጥ ገብተው በአግባቡ ይስተናገዳሉ።					
2.2	ተከታታይ ምዘናዎች ለመማር ማስተማር ማሻሻያነት ጥቅም ላይ ይውላሉ።					
2.3	ተሳትፎአዊ የመማር ስልት (Active Learning) ሳይንሳዊ መሰረቱን ይዞ ይተገበራል።					
2.4	ተማሪዎች በተጓዳኝ ክበባት ውስጥ በንቃት እንዲሳተፉ በትኩረት ይሰራል።					
2.5	ተማሪዎች በክፍል ውስጥም ሆነ ከክፍል ውጪ መማር ላይ ትኩረት የሚያደርጉበት ሥርዓት ተዘርግቷል።					
2.1.1	<b>ሥርዓረ ትምህርት ማሻሻያ ጉዳዮችን በተመለከተ</b>					
2.1.2	መምህራን ሥርዓተ ትምህርትን በመገምገም የማሻሻያ ሀሳቦችን ያቀርባሉ።					
2.1.3	በትግበራ ላይ ያለው ሥርዓተ ትምህርት በተማሪዎች ዕለት ከዕለት እንቅስቃሴዎችና አካባቢያዊ ሁኔታዎች ጋር የሚገናኘበት ሁኔታ ተፈጥሯል።					
2.1.4	ተማሪዎች በእያንዳንዱ የትምህርት ዓይነት ውስጥ የተቀመጡ አጥጋቢ የመማር ብቃቶች እንዲጨብጡ በትኩረት ይሰራል።					
2.1.5	እንዲተገበር የተቀመጠውን ሥርዓተ ትምህርት በአግባቡ ለመተግበር መርሐ-ሥርዓተ ትምህርት፣ የመምህር መምሪያና መማሪያ መጻሕፍትን አቀናጅተው የመተግበር ባህል የጎለበተ ነው።					

በመማር ማስተማር ዐብይ ርዕሰ-ጉዳይ አተገባበርና ሥርዓተ ትምህርት ማሻሻያን በተመለከተ ያልዎት ተጨማሪ ሐሳብ

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### 3. ምቹ የትምህርት ቤት አካባቢ ዐብይ ርዕሰ-ጉዳይ

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
3.1	ደረጃቸውን የጠበቁ የመማሪያ ቁሳቁሶች (መማሪያ መጻሕፍት፣ የመምህር መምሪያ፣ ቤተ-መጻሕፍት፣ ቤተ-ሙከራዎች፣ የትምህርት ማበልጸጊያ ማዕከል ወዘተ...) በበቂ ሁኔታ በትምህርት ቤቱ ውስጥ ይገኛሉ።					
3.2	ተማሪዎች በውሳኔ አሰጣጥ ላይ የሚሳተፉበት ሥርዓት ተዘርግቷል።					
3.3	በትምህርት ቤቱ አካባቢና የጾታ እኩልነት ተገቢ ትኩረት ተሰጥቷቸዋል።					
3.4	ተማሪዎች የድርሻቸውን እንዲወጡ የትምህርት ቤት መሻሻል ምንነትና አተገባበር ላይ ግንዛቤ አላቸው።					

ምቹ የትምህርት ቤት አካባቢ ዐብይ ርዕሰ-ጉዳይ ትግበራን በተመለከተ ያልዎት ተጨማሪ ሐሳብ

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#### 4. የህብረተሰብ ተሳትፎ ዓብይ-ርዕሰ ጉዳይ

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እቸገራለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
4.1	ወላጆች ለትምህርት ቤቱ መሻሻል የድርሻቸውን እንዲወጡ በትኩረት ይሰራል።					
4.2	የሚመለከታቸው አካላት በውሳኔ ሰጪነት ላይ ማሳተፍ ከትምህርት ቤቱ ተግባራዊ እንቅስቃሴዎች መካከል አንዱ ነው።					
4.3	መምህራን ስለተማሪዎች ትምህርት አቀባበል ከወላጆች ጋር በተከታታይ ውይይት ያደርጋሉ።					
4.4	ከህብረተሰቡ ግብረ-መልስ የመሰብሰብና ለማሻሻያነት መጠቀም የተለመደ ነው።					

የህብረተሰብ ተሳትፎ ዓብይ-ርዕሰ ጉዳይ ትግበራን በተመለከተ ያላዎት ተጨማሪ ሀሳብ

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## 5. የትምህርት ቤት አመራር ዓብይ ርዕሰ-ጉዳይና ፕሮግራም

ተ.ቁ	የትምህርት ቤት አመራር ዓብይ ርዕሰ-ጉዳይ	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
5.1	የትምህርት ቤት አመራር ለትምህርት ቤት መሻሻል ዕቅድ ትግበራና ግምገማ ልዩ ትኩረት ይሰጣል።					
5.2	በትምህርት ቤት መሻሻል ዙሪያ ከባለድርሻ አካላት ጋር ተገቢ ተግባራት ተፈጥሯል።					
5.3	ባለድርሻ አካላትን በማስተባበር የተማሪዎች መማርና ውጤት መሻሻል ላይ በትኩረት ይሰራል።					
5.4	የዴፓርትመንት ተጠሪዎችና መምህራን በትምህርት ቤት መሻሻል ላይ ተቀናጅተው እንዲሰሩ ሁኔታዎችን ተመቻችተዋል።					
5.5	የትምህርት ቤት አመራርና መምህራን ከተማሪዎች የተሻለ ውጤት ይጠብቃሉ፤ ለውጤታማነቱም በትኩረት ይሰራል።					
5.6.1	<b>የትምህርት ቤት ፕሮግራም</b>					
5.1.2	አመራሩ ስድስቱን የትምህርት ጥራት ማረጋገጫ ፕሮግራሞችን ለመተግባበር ስትራቴጂክ ጉዳዮች ላይ ትኩረት በማድረግ ይሰራል።					
5.1.3	የትምህርት ቤቱን ተልዕኮዎች ለማስረጽ ተገቢ ተግባራት ተፈጥሯል።					
5.1.4	ትምህርት ቤቱ ራዕዩን ለሁሉም ባለድርሻ አካላት ያጋራል።					
5.1.5	አመራሩ ለእያንዳንዱ የትምህርት ፕሮግራም ትግበራ በስታንዳርዶች መሰረትና ስታንዳርዶችን በማዘጋጀት እንዲተገበሩ ያደርጋል።					

**በአጠቃላይ በትምህርት ቤት መሻሻል፣በሥርዓተ ትንህረት መሻሻያና የትምህርት ቤት አመራር ፕሮግራሞች ዙሪያ ያላዎት አጠቃላይ ሀሳብ**

የትግበራ ደረጃ፡-

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በጥንካሬ የሚገለጹ:-

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ተግዳሮቶች:-

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የማሻሻያ ሀሳቦች:-

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**6. የመምህራን ተከታታይ ሙያ ማሻሻያ ፕሮግራምን በተመለከተ**

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
6.1	ትምህርት ቤቱ ተከታታይ ሙያ ማሻሻያ ውጤታማ እንዲሆን ጠንካራ የክትትልና ግምገማ ሥርዓት አለው።					
6.2	ትምህርት ቤቱ የመምህራንን የክህሎትና ዕውቀት ክፍተቶችን በመለየት የማብቃት ሥራ ይሰራል።					
6.3	የመምህራን ተከታታይ ሙያ ማሻሻያ አስተባባሪዎች መምህራን ምን ዓይነት ሥልጠና መውሰድ እንዳለባቸው የመለየት ሥራዎችን ይሰራሉ።					
6.4	ትምህርት ቤቱ ለዓመቱ የተቀመጠውን የሥልጣና ሰዓት መሟላቱን ያረጋግጣል።					
6.5	መምህራን ሙያዊ ማህደረ-ተግባርን (professional portfolio) በተቀመጠው ስታንዳርድ መሰረት ይተገብራሉ።					
6.6	የሙያ ትውውቅ (induction) ፕሮግራምን ውጤታማ ለማድረግ አማካሪዎች በትኩረት ይሰራሉ።					
6.7	የተከታታይ ሙያ ማሻሻያ መተግበሪያ መሳሪያዎችና ሞጁሎች በአግባቡ ይተገበራሉ።					
6.8	የተከታታይ ሙያ ማሻሻያ ትኩረት ነጥቦች በአግባቡ ይለያሉ።					

ተከታታይ የሙያ ማሻሻያ ፕሮግራም ትግበራን በተመለከተ ያልዎት ተጨማሪ ሐሳብ

የትግበራ ደረጃ፡-

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በጥንካሬ የሚገለጹ፡-

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ተግዳሮቶች፡-

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የማሻሻያ ሀሳቦች፡-

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**የሥነ-ምግባርና የሥነ-ኬሚስት ትምህርት ፕሮግራም**

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
7.1	ተማሪዎች የዲሞክራሲ ሥርዓት ግንባታን የሚረዱበት ስልት ተቀይሶ ይተገበራል።					
7.2	በትምህርት ቤቱ የሥነ-ኬሚስት ስነ-ምግባር ትምህርት ክብብ ተማሪዎችን ስነ-ምግባር መሻሻልና የዜግነት ግዴታዎች መወጣት ላይ ትኩረት አለው።					
7.3	ተማሪዎች መብቶቻቸውንና ግዴታዎቻቸውን በእኩል ደረጃ ተገንዝባው የሚተገብሩበት ሁኔታ ተፈጥሯል።					
7.4	በሥነ-ኬሚስት ስነ-ምግባር ትምህርት ምክንያት ተማሪዎች ልዩነቶችን የማስተናገድ ባህል አዳብሯል።					
7.5	ተማሪዎች ጠንካራ የሥራ ባህል የሚያጎልብቱበት ሁኔታ ተፈጥሯል።					
7.6	ተማሪዎች በአካባቢያቸው በማህበረሰብ አገልግሎት ውስጥ ይሳተፋሉ።					

የሥነ-ኬሚስትና የሥነ-ምግባር ትምህርት ፕሮግራም ትግበራን በተመለከተ ያልዎት ተጨማሪ ሐሳብ

የትግበራ ደረጃ፡-

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በጥንካሬ የሚገለጹ፡-

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ተግዳሮቶች፡-

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የማሻሻያ ሀሳቦች፡-

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### 8. የመረጃና መገናኛ ቴክኖሎጂ ፕሮግራም

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
8.1	በትምህርት ቤቱ የመማር ማስተማር ሥራዎችን የሚያግዙ ራዲዮዎችና ፕላዝማ ቴሌቪዥኖች በበቂ ሁኔታ አሉ።					
8.2	የትምህርት ቤት ኔት የመረጃና መገናኛ ቴክኖሎጂ ትግበራን ውጤታማ እያደረገ ነው።					
8.3	የመረጃና መገናኛ ቴክኖሎጂ ቤተ-መከራ በአግባቡ የተደረገ ነው።					
8.4	በትምህርት ቤቱ ያሉት ኮሚፒውተሮች፣ ሬዲዮዎችና ፕላዝማ ቴሌቪዥኖች ከተማሪዎች ቁጥር ጋር የተመጣጠኑ ነቸው።					
8.6	በትምህርት ቤቱ የመረጃና መገናኛ ቴክኖሎጂ ትግበራ ምክንያት ተማሪዎች የቴክኖሎጂ ዕውቀትና ክህሎት እያደበሩ ናቸው።					

የመረጃና መገናኛ ቴክኖሎጂ ፕሮግራምን በተመለከተ ያልዎት ተጨማሪ ሐሳብ

የትግበራ ደረጃ፡-

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በጥንካሬ የሚገለጹ፡-

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ተግዳሮቶች፡-

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የማሻሻያ ሀሳቦች፡-

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**9. የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፖሊሲ ትግበራ ያሉት ምቹ ሁኔታዎች**

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
9.1	የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፖሊሲና ዝርዝር ፕሮግራሞች መኖር።					
9.2	ትምህርት ጥራትን የሚያግዝ ከቢሮ እስከ ትምህርት ቤት ድረስ መዋቅር መዘርጋቱ።					
9.3	በየጊዜው የሚከናወኑ የኢንስፔክሽን ትግበራ ትምህርት ቤቶች ምን ምን መሻሻል እንዳለባቸው ግብረ-መልስ መስጠቱ።					
9.4	የመምህራንና የትምህርት አመራር የአቅም ግንባታ ሥልጠናዎች መኖር።					
9.5	የፕሮግራም ኢንስፕክሽን ግብረ-መልስ ለመማር ማስተማር ሥራ መሻሻል አዎንታዊ አስተዋጽኦ እያበረከተ ነው።					

የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፖሊሲ ትግበራን የሚያግዝ ሌሎች ተጨማሪ ምቹ ሁኔታዎች

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ትምህርት ቤቶች መጠቀም ሲገባቸው ያልተጠቀሙባቸው ምቹ ሁኔታዎች

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የሚጠቀሙበት ስልት

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## 12. የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ ትግበራ ተግዳሮቶች

ተ.ቁ	የቀረቡ ጥያቄዎች	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
		(1)	(2)	(3)	(4)	(5)
01.1	የበጀት እጥረት					
10.2	የአመራሩ ቁርጠኝነት ማነስ					
10.3	የህብረተሰብ ተሳትፎ አነሳ መሆን					
10.4	የትምህርት ቤት አመራር የቢሮክራሲ ሥራዎች ላይ ትኩረት ማድረግ።					
10.5	የትምህርት ጥራት ማረጋገጫ ፓኬጁን እንደ ስትራቴጂ ጉዳይ ሳይሆን ተራ የዕለት ተዕለት እንቅስቃሴ አድርጎ ማሰብ።					
10.6	የተማሪዎች የመማርና ተሳትፎ ፍላጎት አናሳ መሆን።					
10.7	የመምህራን ፓኬጁን በሙሉ ልብ አለመቀበል።					

የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ ትግበራ ውጤታማ እንዲሆን የሚገድቡ ሌሎች ተግዳሮቶች

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ተግዳሮቶችን ለመቀነስና ለማስወገድ መከናወን ያለባቸው እርምጃዎች

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እርምጃዎቹ የሚወሰዱባቸው ስልቶች

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## Appendix 2: ለርዕሰ መምህራን እና ለሱፐርቫይዘሮች የተዘጋጀ ቃለ መጠይቅ



### ሀ/ ለርዕሰ መምህራን እና ለሱፐርቫይዘሮች የተዘጋጀ የቃለ መጠይቅ ጥያቄዎች

#### በአጠቃላይ በትምህርት ሥራ ላይ ምን ያህል ጊዜ አገልግለዋል? በርዕሰ መምህርነት? በሱፐርቫይዘርነት?

የዚህ ቃለ መጠይቅ ዓላማ በአዲስ አበባ ከተማ ውስጥ ከአጸደ ህጻናት እስከ 2ኛ ደረጃ ትምህርት ቤቶች የትምህርት ጥራት ማስተግበሪያ ፓኬጅ አተገባበር ያለበትን ደረጃ በማጥናት የመፍትሔ ሐሳቦችን ለመጠቀምና የማሻሻያ ስትራቴጂዎችን ለማመላከት ነው። ስለዚህ እርስዎ የሚሰጡት ሐሳብ ለጥናቱ ስኬትና ለስትራቴጂው ዝግጅት ያለው አስተዋጽኦ በጣም ከፍተኛ ነው። መጠይቁ ለጥናት እንጂ ሌላ ምንም ዓላማ የለውም ስለዚህ ያላዎትን ሀሳብ ሳይቆጥቡ እንዲያጋሩን በአክብሮት እንጠይቃለን።

#### I. የትምህርት ቤት መሻሻል ፕሮግራምን በተመለከተ

1. የትምህርት ቤት መሻሻል ትግበራ ዑደት (cycle) አተገባበርን አጠቃላይ ሁኔታ ቢገልጹልን? ስለ አተገባበሩ ምን ምን መረጃዎች አሉ?
  - 1.1. ለትምህርት ቤት መሻሻል ዕቅድ ዝግጅት መረጃዎችን እንዴትና ከማን ይሰበስባሉ? የትምህርት ቤቱ የ3 ዓመትና ዓመታዊ የትኩረት ነጥቦችን እንዴት ይለያል? ለትኩረት ነጥቦቹ መነሻዎች ምን ምን ናቸው? የትኩረት ነጥቦችን ለመለየት እንማን ይሳተፋሉ? በዚህ ረገድ የመምህራንና የሌሎች ባለድርሻ አካላት ተሳትፎ ምን ደረጃ ላይ ይገኛል?
  - 1.2. በትምህርት ቤቱ የትምህርት ቤት መሻሻል ዑደት ተግባራት አፈጻጸም ማለትም የትምህርት ቤቱ ማህበረሰብ ተሳትፎ፣ የግብረ-መልስ ቅብብሎሽ የሥራ ባህልና ተዛማጅ ጉዳዮች ያለውን አስተዋጽኦ እንዴት ይገመግሙታል?

## 2. ከመማር ማስተማር ዓብይ ርዕሰ-ጉዳይ አንጻር

- 2.1. መምህራን በክፍል ውስጥ፣ በተማሪዎች መካከል ያሉትን ልዩነቶች ከግንዛቤ አስገብተው የመማር ማስተማር ሥራዎችን ያካሄዳሉ? ምን ያህል? እንዴት ይታወቃል?
- 2.2. መምህራን በሚያስተምሩት የትምህርት ዓይነት ውስጥ የተቀመጡትን ብቃቶች ተማሪዎች እንዲጨብጡ ለማድረግ ምን ያህል በትኩረት ይሠራሉ? እንዴት?
- 2.3. መምህራን ልዩ ፍላጎት ያላቸውን ተማሪዎች (ልዩ ተስጥኦ፣ የተለያዩ ጉዳዮችና ለመማር መቸገር ወዘተ...) እንደየፍላጎታቸው የማብቃት ሥራዎችን ለመሥራት የተዘረጋ ሥርዓትና አሰራር አለ? ምን ምን መረጃዎችና መገለጫዎች አሉ?
- 2.4. በትምህርት ቤቱ ለመማር ማስተማር ውጤታማነት መሠረት የሆኑ እሴቶች አሉ?
- 2.5. በዚህ ርዕሰ ጉዳይ ሥር ያሉ ንዑሳን ጉዳዮች ማለትም የማስተማር ተግባር፣ የመምህራን ቁርጠኝነት፣ መማርና ግምገማ፣ የሥርዓተ ትምህርት አተገባበር ምን ደረጃ ላይ ይገኛሉ?

## 3. ምቹ የትምህርት ቤት አካባቢን ከመፍጠር አንጻር

- 3.1. ትምህርት ቤቱ ሳቢና ማራኪ እንዲሆን ምን ምን ሥራዎች ተሠርተዋል?
- 3.2. ለመማር ማስተማር የሚያገለግሉ ቁሳቁሶች ምን ያህል የተሟሉ ናቸው? ጥቅም ላይ የሚውሉበትን ሁኔታስ እንዴት ይገልጹታል?
- 3.3. በዚህ ርዕሰ ጉዳይ ሥር ያሉት ንዑሳን ጉዳዮች ማለትም፡

የትምህርት ቤት አቅርቦት  
ተማሪዎችን የማብቃት ተግባራት  
ለተማሪዎች የሚደረግ ድጋፍ  
የልዩ ፍላጎት ተማሪዎች እኩል የመማር ዕድል

ምን ያህል በትኩረትና ታስቦበት ይሠራል? ምን ምን መረጃዎችና መገለጫዎች አሉ?

## 4. የህብረተሰብ ተሳትፎ ርዕሰ-ጉዳይ

4.1. ወላጆች የልጆቻቸውን መማር በተገቢ ሁኔታ እንዲደግፉ ግንዛቤ ተፈጥሮላቸዋል? እንዴት?

4.2. በትምህርት ቤቱና በወላጆች መካከል ተከታታይነት ያለው የግብረ-መልስ ቅብብሎሽ አለ? ግብረ-መልሶችን ተከትሎ የሚወሰዱ እርምጃዎች ምን ምን ናቸው? ውጤታማነታቸውስ እንዴት ይገመግሙታል?

### **በርዕሰ ጉዳዩ ሥር ተቀመጡት ንዑሳን ጉዳዮች**

- ከወላጆች/ አሳዳጊዎች ጋር አብሮ የመሥራት ሁኔታ
- የተማሪዎችን መማር ውጤታማ ለማድረግ በትምህርት ቤቱና በወላጆች መካከል ያለው ውጤታማ ግንኙነት
- ከህብረተሰብና ሌሎች የውጪ አካላት ተባብሮ በመሥራት አጋርነት የመፍጠር ሁኔታ
- የትምህርት ቤቱን ጥረትና አጠቃላይ ሥራዎችን የማስተዋወቅ ሁኔታ ምን ደረጃ ላይ ይገኛል? ትምህርት ቤቱ በየትኞቹ ሥራዎቹ ውጤታማ ሆኗል? በየትኞቹ ንዑሳን ጉዳዮች ወደኋላ ቀርቷል?

5. የትምህርት ቤት አመራር አብይ ርዕሰ ጉዳይን በተመለከተ

5.1. ከአመራርነት ሚናዎ አንጻር በርዕሰ ጉዳዩ ውስጥ የተመለከቱትን ንዑሳን ጉዳዮች

ስትራቴጂካዊ ራዕይ

የመሪነት ባህርይ

ትምህርት ቤቱን እርስ በርስ ሙያዊ መማማሪያ እንዲሆንና የአመራሩና የመምህራን ሙያዊ መሻሻል ላይ የመስራት ሁኔታ እንዴት ይገለጻል? ከንዑሳን ርዕሰ ጉዳዮች መካከል በየትኞቹ በይበልጥ ውጤታማ ሆነዋል? በየትኞቹ ላይ ክፍተቶች ይስተዋላሉ? ለምን?

### **II. የመምህራን ተከታታይ የሙያ ማሻሻያ ፕሮግራምን በተመለከተ**

1. ተሙማን ለመተግበር የተዘረጉ አሰራሮች ምን ምን ናቸው?
2. በየዓመቱ ለመምህራን ሥልጠና ምን ያህል ይሰጣል? በሰዓት ሲሰላ ምን ያህል ይሆናል?
3. በተሙማ የተለዩና ቅድሚያ የሚሰጣቸው የትኩረት ነጥቦች ምን ምን ናቸው? እንዴት ተለዩ?
4. ለፕሮግራሙ በቂ በጀት ይመደባል? በትክክልስ ሥራ ላይ ይውላል?
5. ለአዲስና ጀማሪ መምህራን የሙያ ትውውቅ ሥራ ውጤታማ ነው ብለው ያምናሉ? ምን ምን መረጃዎችና መግለጫዎች አሉ?

### **III. የሥርዓተ ትምህርት ማሻሻያ ፕሮግራም**

1. መምህራን የትምህርት መሳሪያዎችን ይገመግማሉ? የግምገማ ውጤቶችን ለሚመለከታቸው አካላት ረፖርት ያደርጋሉ?
2. ሥርዓተ ትምህርትን ለማሻሻልና ለመተግበር የተደራጀ የሥርዓተ ትምህርት ኮሚቴ አለ?
3. ኮሚቴው ሥርዓተ ትምህርትን የሚገመግምበት አሰራር አለው? አሰራር ካለው ምን ምን ጉዳዮች ላይ ያተኩራል?
4. በእርስዎ እይታና ግምገማ መምህራን መርሀ-ሥርዓተ ትምህርትን፤ የመምህር መምሪያን እና የተማሪዎች መማሪያ መጻሕፍትን በተናበበ መልኩ ይተገብሯቸዋል? እንዴት? ምን ምን መረጃዎች አሉ?

#### **IV. የትምህርት አመራር**

1. የትምህርት ቤቱ አመራር በስትራቴጂክ ጉዳዮች ላይ ምን ያህል በትኩረት ይሰራል?
2. የክፍለ ከተማና ወረዳ ስትራቴጂክ ድጋፎች አማራርነትን የሚያጠናክሩ ናቸው? እንዴት?

#### **V. የሥነ-ዜጋና ሥነ-ምግባር ትምህርት ፕሮግራምን በተመለከተ**

1. በትምህርት ቤቱ የሥነ-ዜጋና ሥነ-ምግባር ትምህርት ክበብ አለ? ምን ያህል ውጤታማ ሥራ ይሠራል?
2. ተማሪዎች በንድፈ ሐሳብ የተማሩትን በተግባር እንዲያሳዩ የተሠሩ ሥራዎች አሉ? ውጤታማ ናቸው? እንዴት ይገለጻል? ለምን?

#### **VI. መረጃና መገናኛ ቴክኖሎጂ ፕሮግራምን በተመለከተ**

1. በትምህርት ቤቱ በቂ ራዲዮዎችና ኮምፒውተሮች አሉ?
2. ለመረጃና መገናኛ ቴክኖሎጂ ትምህርት አገልግሎት ይሰጣሉ?

እንደ አጠቃላይ ለአጠቃላይ ትምህርት ጥራት ማስጠበቂያ መርሐ-ግብሮች ውጤታማነት ምን ምን ምቹ ሁኔታዎች አሉ? ያሉትን ምቹ ሁኔታዎች የሚመለከታቸው አካላት በአግባቡ እየተጠቀሙበት ነው? ምን ያህል? ምን ምን ተግዳሮቶች አሉ? ተግዳሮቶቹን ተቋቁማው ለውጤት የመሥራት ሁኔታ ምን ደረጃ ላይ ይገኛል?

ሌሎች ተጨማሪ ሐሳቦች ካለዎት ይግለጹ።

እናመሰግናለን!



**Appendix 3: ለትምህርት ቢሮና ክፍለ ከተሞች የመምህራንና ትምህርት አመራር ዳይሬክቶሬት ዳይሬክተሮች ቃለ-መጠየቅ**



**ሐ) ለትምህርት ቢሮና ክፍለ ከተሞች የመምህራንና ትምህርት አመራር ዳይሬክቶሬት ዳይሬክተሮች ቃለ-መጠየቅ የተዘጋጁ የመነሻ ጥያቄዎች**

**በአጠቃላይ በትምህርት ሥራ ላይ ምን ያህል ዓመት አገልግለዋል? \_\_\_\_\_ አሁን ባሉበት ኃላፊነትስ? \_\_\_\_\_**

1. ተሙማን ለመተግበር የተዘረጉ አሠራሮች ምንምን ናቸው?

- ❖ ቢሮው /ክፍለ ከተማው/ መምህራንን እና የትምህርት ቤት አመራርን ለማብቃት ራሱን የቻለ ስትራቴጂ አለው? ካለው ስትራቴጂውን ተከትለው ምን ምን ተግባራት ይከናወናሉ?
- ❖ ትምህርት ቤቶች በተሙማ የሚለዩና ቅድሚያ የሚሰጣቸው የትኩረት ነጥቦች በተቀመጠው አሰራር መሠረት ይለያሉ? ምን ምን መረጃዎችና መገለጫዎች አሉ?
- ❖ ለፕሮግራሙ በቂ በጀት ይመደባል? በትክክልስ ሥራ ላይ ይውላል?
- ❖ ለአዲስ ጀማሪ መምህራን የሙያ ትውውቅ ሥራ ውጤታማ ነው ብለው ያምናሉ? ምን ምን መረጃዎችና መገለጫዎች አሉ?
- ❖ መምህራን ሙያዊ ማህደረ-ተግባር በጥራት እያዘጋጁ ነው? በሚያዘጋጁት ማህደረ-ተግባር መሠረት ተግባራትን ያከናውናሉ? ካከናወኑ፣ እንዴት ነው የሚያከናውኑት? ካለከናወኑ፣ ለምን?
- ❖ መምህራንና ትምህርት ቤት አመራርን ለማብቃት የሥልጠና ፍላጎት ዳሰሳ ይሰራል? በሚለየው ክፍተት መሰረትስ ሥልጠና ይሰጣል?
- ❖ እንደ አጠቃላይ ለተሙማ አተገባበር ምን ምን ምቹ ሁኔታዎች አሉ? ያሉትን ምቹ ሁኔታዎች የሚመለከታቸው አካላት በአግባቡ እየተጠቀሙበት ነው? ምን ያህል? ምን ምን ተግዳሮቶች አሉ? ተግዳሮቶችን ተቋቁመው ለውጤት የመስራት ሁኔታ ምን ይመስላል?

ሌሎች ተጨማሪ ሐሳቦች ካለዎት እባክዎን ይግለጹ፡፡

እናመሰግናለን!

## ሰ) ለተማሪዎች የተዘጋጁ የቃለ መጠይቅ ጥያቄዎች

**የተማሪ መማክሮች፣ የክበብ አስተባባሪ (ጸሐፊ)፣ የወተማ አባል፣ የተማሪዎች ተወካይ ተማሪዎች ጋር ለሚደረግ ቃለ-መጠይቅ የተዘጋጁ የመነሻ ጥያቄዎች**

ፆታ \_\_\_\_\_ ክፍል ደረጃ \_\_\_\_\_ ኃላፊነት \_\_\_\_\_

የዚህ ቃለ መጠይቅ ዓላማ በአዲስ አበባ ከተማ ውስጥ ከአጻደ ህጻናት እስከ 2ኛ ደረጃ ትምህርት ቤቶች ትምህርት ጥራት ማስተገበሪያ ፓኬጅ አተገባበር ያለበትን ደረጃ በማጥናት የመፍትሄ ሐሳቦችን ለመጠቀምና የማሻሻያ ስትራቴጂዎችን ለማመላከት ነው። ስለዚህ አንተ/ኛ የምትሰጠው/ጪው ሐሳብ ለጥናቱ ስኬትና ለስትራቴጂው ዝግጅት ያለው አስተዋጽኦ በጣም ከፍተኛ ነው። መጠይቁ ለጥናት እንጂ ሌላ ምንም ዓላማ የለውም። ስለዚህ ያለህን/ሽን ሐሳብ ያለምንም ሥጋት እንድትሰጥ/ጪ እንጠይቃለን።

1. የትምህርት ቤት መሻሻያ ፕሮግራም ግለ-ግምገማ እንደሚደረግ ታውቃለህ/ሽ? ካወቅክ/ሽ በግለ ግምገማው ላይ ተማሪዎች ምን ያህል ይሳተፋሉ? ተሳትፏቸውስ እንዴት ይገለጻል? የተማሪዎች ሐሳብ በትምህርት ቤት መሻሻል ዕቅድ ውስጥ ይካተታሉ? በምን ያህል ደረጃ?
2. መምህራን የየዕለቱን የትምህርት ዓላማ ለተማሪዎች ይገልጻሉ? አሳታፊ የማስተማር ስልት ይተገበራል? ምን ምን መገለጫዎች አሉ?
3. የትምህርት ቤት መሻሻል፣ ቅድሚያ የሚሰጣቸው የትኩረት ነጥቦች አሉት? የትኩረት ነጥቦቹ መነሻች ምን ምን ናቸው?
4. ተማሪዎች በውሳኔ አሰጣጥ ላይ የሚሳተፉበት አሰራር አለ? ካለ ምን ዓይነት ነው?
5. በትምህርት ቤቱ የልዩ ፍላጎት ትምህርትና አካቶነት አተገባበር በምን ደረጃ ላይ ይገኛል?
6. ትምህርት በፕላዝማና በራዲዮ ሳይቆራረጥ ይሰጣል? ያሉት ኮምፒውተሮች ለተማሪዎች በቂ ናቸው? የኮምፒውተር ክፍስ አለ?

ሌሎች ተጨማሪ ሐሳቦች ካለህ/ሽ እባክህን/ሽን ግለጽ/ጪ።

እናመሰግናለን!

**መ) ለትምህርት ቢሮና ክፍለ ከተሞች ሥርዓተ ትምህርት ዝግጅትና ትግበራ ዳይሬክቶሬት ዳይሬክተሮች ቃለ-መጠይቅ የተዘጋጀ የመነሻ ጥያቄዎች**

**በአጠቃላይ በትምህርት ሥራ ላይ ምን ያህል ጊዜ አገልግለዋል? አሁን ባሉበት ኃላፊነትስ?**

1. መምህራን የትምህርት መሰረዎችን ይገመግማሉ? የግምገማ ውጤቶችን ለሚመለከታቸው አካላት ሪፖርት ያደርጋሉ?
2. ሥርዓተ ትምህርትን ለማሻሻልና ለመተግበር የተደራጀ የሥርዓተ ትምህርት ኮሚቴ ውጤታማ ተግባራትን እያከናወነ ነው? በምን ያህል ደረጃ?
3. ኮሚቴው ሥርዓተ ትምህርትን የሚገመግምበት አሰራር ተዘርግቶለታል? አሰራር ካለው ምን ምን ጉዳዮች ላይ ያተኩራል?
4. መምህራን መርሀ-ሥርዓተ ትምህርትን፣ የመምህር መምሪያና የተማሪዎች መማሪያ መጻሕፍትን በተናበበ መልኩ ይተገብሯቸዋል? እንዴት? ምን ምን መረጃዎች አሉ?
5. አሳታፊ የማስተማር ስልት ምን ያህል ይተገበራል? አሰራር ተበጅቶለታል? ምን ዓይነት? ውጤታማነቱስ እንዴት ይገለጻል?
6. መምህራን እንዲተገበር የተዘረጋውን ሥርዓተ ትምህርት ውጤታማ እንዲያደርጉ ምን ምን ድጋፍና ክትትል ይደረግላቸዋል?
7. እንደ አጠቃላይ ለሥርዓተ ትምህርት መሻሻልና መማር ማስተማር ውጤታማነት ምን ምን ምቹ ሁኔታዎች አሉ? ያሉትን ምቹ ሁኔታዎች የሚመለከታቸው አካላት በአግባቡ እየተጠቀሙበት ነው? ምን ያህል? ምን ምን ተግዳሮቶች አሉ? ተግዳሮቶችን ተቋቁማው ለውጤት የመስራት ሁኔታ ምን ደረጃ ላይ ይገኛል?

ሌሎች ተጨማሪ ሀሳቦች ካለዎት እባክዎን ይግለጹ።

እናመሰግናለን!



**ሠ) ለትምህርት ቢሮ ኃላፊዎችና ክፍለ ከተማ ትምህርት ጽ/ቤት ኃላፊዎች ቃለ-መጠይቅ የተዘጋጀ የመነሻ ጥያቄዎች**

**ኃላፊነትዎ \_\_\_\_\_**

የዚህ ቃለ መጠይቅ ዓላማ በአዲስ አበባ ከተማ ውስጥ ከአጸደ ህጻናት እስከ 2ኛ ደረጃ ትምህርት ቤቶች የአጠቃላይ ትምህርት ጥራት ማስተግበሪያ ፓኬጅ አተገባበር ያለበትን ደረጃ በማጥናት የመፍትሄ ሀሳቦችን ለመጠቆምና የማሻሻያ ስትራቴጂዎችን ለማመልከት ነው። ስለዚህ እርስዎ የሚሰጡት ሐሳብ ለጥናቱ ስኬትና ለስትራቴጂው ዝግጅት ያለው አስተዋጽኦ በጣም ከፍተኛ ነው። ስለዚህ ያለዎትን ሀሳብ ሳይቆጥቡ እንዲያጋሩን በአክብሮት እንጠይቃለን።

1. እንደ ከተማ /ክፍለ ከተማ የትምህርት ቤት መሻሻል ትግበራ ዑደት (cycle) ከመጀመሪያ እስከ 3ኛው ዓመት አተገባበር አጠቃላይ ሁኔታ ምን ደረጃ ላይ ይገኛል?
2. ለትምህርት ቤት መሻሻል ዕቅድ ዝግጅት መረጃዎች በትክክል ከባለድርሻ አካላት ስለመሰብሰባቸው፣ ትምህርት ቤቶች የሚሰበሰቡ መረጃዎች የ3 ዓመትና ዓመታዊ የትኩረት ነጥቦችን ለመለየት ምን ያህል እንደሚጠቀሙበት፣ በትክክለኛ መረጃ ላይ የተመሰረቱ ስለመሆናቸው፣ የትኩረት ነጥቦችን ለመለየት የሚመለከታቸው አካላት ስለመሳተፋቸው፣ ቅድመ ዝግጅቶችን፣ ትግበራንና ግምገማን ያካተቱ ሥራዎች ስለመኖራቸው የመለየትና የመደገፍ ሥራዎች ምን ደረጃ ላይ ይገኛሉ? በዚህ ረገድ ምን ምን ጥንካሬዎችና ክፍተቶች አሉ?
3. በትምህርት ቤቶች የማህበረሰብ ተሳትፎ፣ የግብረ- መልስ ቅብብሎሽ፣ የሥራ ባህልና ተዛማጅ ጉዳዮች የማስተማር ተግባር፣ መምህራን ቁርጠኝነት፣ መማርና ግምገማ፣ ሥርዓተ ትምህርት አተገባበር የትምህርት ቤት ፈሲሲቲ ፤ተማሪዎችን የማብቃት ተግባራት፤ለተማሪዎች የሚደረግ ድጋፍ፤የልዩ ፍላጎት ተማሪዎች እኩል የመማር ዕድል ምን ደረጃ ላይ ይገኛል?
4. ከወላጆች /አሳዳጊዎች ጋር አብሮ የመሥራት ሁኔታ፣ የተማሪዎችን መማር ውጤታማ ለማድረግ በትምህርት ቤቱና ወላጆች መካከል ያለው ውጤታማ ግንኙነት፣ ከህብረተሰብና ሌሎች የውጪ አካላት ጋር ተባብሮ በመሥራት አጋርነት የመፍጠር ሁኔታ እና የትምህርት ቤቶችን ጥረትና አጠቃላይ ሥራዎችን የማስተዋወቅ ሁኔታ ምን ደረጃ ላይ ይገኛል? ምን ምን ጥንካሬዎችና ክፍተቶች ይስተዋላሉ?

5. የትምህርት ቤት አመራር ስትራቴጂካዊ ራዕይ ኖሮት የመሪነት ባህሪ በመለበስ ትምህርት ቤቶች እርስበስር ሙያዊ መማማሪያ እንዲሆኑና የአመራሩና የመምህራን ሙያዊ መሻሻል ላይ የመስራት ሁኔታ እንዴት ገለጻል?
  6. የትምህርት ቤት አመራሮችን (ርዕሳነ መምህራንና ሱፐርቪዘሮችን) ለማብቃት በቢሮ የተዘጋጀ ስትራቴጂ አለ? ምን መረጃ አለ? ውጤታማነቱ እንዴት ይገመገማል? ምን ደረጃ ላይ ይገኛል?
  7. ተሙማን ለመተግበር የተዘረጉ አሰራሮች ምንምን ናቸው? ቢሮው/ክፍሉ ከተማው መምህራንን እና የትምህርት ቤት አመራርን ለማብቃት ራሱን የቻለ ስትራቴጂ አለው? ካለው ስትራቴጂውን ተከትለው ምን ምን ተግባራት ይከናወናሉ? ትምህርት ቤቶች በተሙማ የሚለዩና ቅድሚያ የሚሰጣቸው የትኩረት ነጥቦችን በተቀመጠው አሰራር መሰረት ይለያሉ? ምን ምን መረጃዎችና መገለጫዎች አሉ? ለፕሮግራሙ በቂ በጀት ይመደባል? በትክክል ሥራ ላይ ይውላል? መምህራን ሙያዊ ማህደረ-ተግባር በጥራት እያዘጋጁ ነው? በሚያዘጋጁት ማህደረ-ተግባር መሰረት ተግባራትን ያከናውናሉ? መምህራን እና የትምህርት ቤት አመራርን ለማብቃት የሥልጠና ፍላጎት ዳሰሳ ይሰራል? በሚለየው ክፍተት መሰረት ሥልጠና ይሰጣል? እንዴት?
  8. ከሥርዓተ ትምህርት መሻሻል ትግበራ አንጻር መምህራን የትምህርት መሳሪያዎችን ይገመግማሉ? የግምገማ ውጤቶችን ለሚመለከታቸው አካላት ሪፖርት ያደርጋሉ?
  9. የሥርዓተ ትምህርት ኮሚቴ ውጤታማ ተግባራትን እንዲያከናውን የመማሪያና የአሰራር ድጋፍ ይደረግለታል? ኮሚቴው ሥርዓተ ትምህርትን የሚገመግምበት አሰራር ተዘርግቶለታል? መምህራን መርሀ-ሥርዓተ ትምህርትን፣ የመምህር መምሪያንና የተማሪዎች መማሪያ መጻሕፍትን በተናበበ መልኩ ይተገብራሉ? እንዴት? ምን ምን መረጃዎች አሉ?
- እንደ አጠቃላይ፣ ለአጠቃላይ ትምህርት ጥራት ማስጠበቂያ መርሀ-ግብሮች ውጤታማነት ምን ምን ምቹ ሁኔታዎች አሉ? ያሉትን ምቹ ሁኔታዎች የሚመለከታቸው አካላት በአግባቡ እየተጠቀሙበት ነው? ምን ያህል? ምን ምን ተግዳሮቶች አሉ? ተግዳሮቶቹን ተቋቁመው ለውጤት የመስራት ሁኔታ ምን ደረጃ ላይ ይገኛል?

ሌሎች ተጨማሪ ሀሳቦች ካለዎት እባክዎን ይግለጹ።

እናመሰግናለን!

የዶክመንት ትንተና ቴክኒኮች

ተቁ	የሰነድ ዓይነት	ስለመኖሩ		ካለ የአተገባበር ደረጃ		
		አለ	የለም	ጥሩ ግጥም ትግበራ	ጥሩ ዝግጅት ግን የተፈለጋውን ያልተተገበረ	ዝግጅቱም ትግበራውም ክፍተት ያለባት
1	የ3 ዓመት የትምህርት ቤት መሻሻል ፕሮግራም ዕቅድ					
2	የትምህርት ቤት መሻሻል ፕሮግራም ኮሚቴ ዕቅድ					
3	ዓመታዊ የትምህርት ቤት መሻሻል ፕሮግራም ዕቅድ					
4	የተከታታይ ሙያ ማሻሻያ ኪት					
5	የተሙማ ሞጁሎች					
6	የትምህርት ቤት መሻሻል ፕሮግራም ትኩረት ነጥቦች					
7	የተሙማ ትኩረት ነጥቦች					
8	የአሳታፊ ማስተማር ሥልት ማኑዋል					
9	የተከታታይ ምዘና ማኑዋል					
10	ተደራጁ የመምህራን ሙያዊ ማህደረ ተግባር					
	ቃለ-ጉባዔዎች					
12	የትምህርት ቤት መሻሻል ፕሮግራም ኮሚቴ ሥራ ግምገማ					
13	በተሙማ ላይ የተደረጉ ውይይቶች					
14	የሥርዓተ ትምህርት ግምገማ ውይይቶች					
15	የሥርዓተ ትምህርት ኮሚቴ ውይይቶች					
16	የፈተናና ምዘና ኮሚቴ ውይይቶች					



## የምልከታ ችክሊስት

### የመማር ማስተማር ዐቢይ ርዕሰ-ጉዳይ

ተ.ቁ	የምልከታ የትኩረት ነጥቦች	የትግበራ ደረጃ		
		1. ዝቅተኛ	2. መካከለኛ	3. ከፍተኛ
1	ለአሳታፊ መማር ማስተማር የተሰጠ ትኩረት			
2	ለተከታታይ ምዘና የተሰጠ ትኩረት			
3	ተከታታይ ምዘናን እና አሳታፊ የማስተማር ስልትን አቀናጅቶ የመተግበር ሁኔታ			
4	ተማሪዎች አጥጋቢ የመማር ብቃቶችን እንዲያሳኩ የሚደረግ ጥረት			
5	አካባቢያዊ ጥበቃና የመማር ሁኔታውን የሚመለከቱ ጥያቄዎችን ለማሟላት የሚደረግ ጥረት			
6	መምህራን የሥራ ስልታዊ ዕውቀትና የትምህርት ዓላማዎች ወይም አጥጋቢ ብቃቶችን ለተማሪዎች የመገንጠል ዘዴ			

## ምልከታ ቴክኒክስ

### ምቹ የትምህርት ቤት ሁኔታ ዐብይ ርዕሰ-ጉዳይ

ተ.ቁ	የምልከታ የትኩረት ነጥቦች	የትግበራ ደረጃ		
		1. ዝቅተኛ	2. መካከለኛ	3. ከፍተኛ
1	የትምህርት ቤቱ አጠቃላይ ምቹነት			
2	መማር ማስተማርን ውጤታማ የሚያደርጉ ግብዓቶች (ቤተ-መከራ፣ ቤተመጻሕፍት፣ አይሲቲ ላብ፣ መማሪያ መጻሕፍት፣ የመምህሩ መምሪያ			
3	የመጽሐፍ ተማሪ ጥምርታ			
4	የቤተ-መጻሕፍት ስፋትና የማጣቀሻ መጻሕፍት ዓይነትና ብዛት ሁኔታ			
5	የውሃ ጡት፣ ለወንዶችና ሴቶች የተለየና በስታንዳርዶች መሰረት የተዘጋጀበት ሁኔታ			
6	የሴቶች ንጽህና መጠበቂያ አቅርቦትና ሌሎች ለሴቶች የሚደረጉ ድጋፎች			
7	የሥርዓተ-ጾታ ትግበራ ሁኔታ			
8	ተማሪዎች በውሳኔ ሰጭነት የሚሳተፉበት ሁኔታ			



## የምልከታ ቴክኒክስት

### ተሙማ

ተ.ቁ	የምልከታ የትኩረት ነጥቦች	የትግበራ ደረጃ		
		1. ዝቅተኛ	2. መካከለኛ	3. ከፍተኛ
1	የተሙማ አተገባበር መከታተያ ሥልቶች			
2	የመምህራን የሥልጠና ፍላጎት ዳሰሳ ሰነድ			
3	ለተሙማ ትግበራ የቀረቡ ቁሳቁሶች			
4	ለተሙማ በቂ በጀት ስለመመደቡ የሚያሳዩ ሰነዶች			
5	የአማካሪና ተመካሪ መምህራን አሰራርን የሚገልጹ ሰነዶች፣ ዕቅዶች፣ ቃለ ጉባኤዎች			
6	የመምህራን ሙያዊ ማህደረ-ተግባር አደረጃጀት			
7	ለአዲስ ጀማሪ መምህራ ሙያዊ ትውውቅ አሰራር			
8	የተሙማ ፍላጎት የሚለይበት አሰራር			

## የምልከታ ቴክኒክስት

### የመረጃና መገናኛ ቴክኖሎጂ

ተ.ቁ	የምልከታ የትኩረት ነጥቦች	የትግበራ ደረጃ		
		1. ዝቅተኛ	2. መካከለኛ	3. ከፍተኛ
1	የመመቴ ክበብ አደረጃጀትና ትግበራ			
2	የአይሲቲ ቤተሙከራ አደረጃጀት			
3	ተማሪ ኮምፒውተር ጥምርታ			

**የምልከታ ቴክኒኮች**

ተ.ቁ	የምልከታ የትኩረት ነጥቦች	ያለበት ሁኔታ				
		አለ	የለም	1	2	3
1	የትምህርት ቤቱ ራዕይ			ባለድርሻ አካላት ያውቁታል	ባለድርሻ አካላት በከፊል ያውቁታል	ባለድርሻ አካላት አያውቁትም
2	የትምህርት ቤቱ ተልዕኮዎች			ባለድርሻ አካላት ያውቁታል	ባለድርሻ አካላት በከፊል ያውቁታል	ባለድርሻ አካላት አያውቁትም
3	የተለዩ የትኩረት መስኮች			ባለድርሻ አካላት አውቀዋቸው እየተተገበሩ ናቸው	ባለድርሻ አካላት ያውቁታል ግን አይተገብሩትም	ባለድርሻ አካላት በከፊል ያውቃሉ፤ ግን ምንም አይተገብሩትም
4	ቤተ መጻሕፍት			በበቂ ሁኔታ ያሉና ተገቢ አገልግሎት የሚሰጡ	በበቂ ሁኔታ ያሉ ግን በተፈለገ መጠን አገልግሎት ማይሰጡ	ቢኖርም በቂ አይደለም አገልግሎቱም እምብዛም ነው
5	ቤተ-መከራ			በበቂ ሁኔታ ያሉና ተገቢ አገልግሎት የሚሰጡ	በበቂ ሁኔታ ያሉ ግን በተፈለገ መጠን አገልግሎት ማይሰጡ	ቢኖርም በቂ አይደለም አገልግሎቱ እምብዛም ነው
6	ውሃ፤መሸዳጃ ቤቶች			በበቂ ሁኔታ ያሉና ተገቢ አገልግሎት የሚሰጡ	በበቂ ሁኔታ ያሉ ግን በተፈለገ መጠን አገልግሎት ማይሰጡ	ቢኖርም በቂ አይደለም አገልግሎቱ እምብዛም ነው
7	ክበባት			በበቂ ሁኔታ ያሉና ተገቢ አገልግሎት የሚሰጡ	በበቂ ሁኔታ ያሉ ግን በተፈለገ መጠን አገልግሎት ማይሰጡ	ቢኖርም በቂ አይደለም አገልግሎቱ እምብዛም ነው
8	የመረጃና መገናኛ ቴክኖሎጂ ቤተ-መከራ (ICT LAB)			በበቂ ሁኔታ ያሉና ተገቢ አገልግሎት የሚሰጡ	በበቂ ሁኔታ ያሉ ግን በተፈለገ መጠን አገልግሎት የማይሰጡ	ቢኖርም በቂ አይደለም አገልግሎቱ እምብዛም ነው
9	የትምህርት ማበልጸጊያ ማዕከል			በበቂ ሁኔታ ያሉና ተገቢ አገልግሎት የሚሰጡ	በበቂ ሁኔታ ያሉ ግን በተፈለገ መጠን አገልግሎት የማይሰጡ	ቢኖርም በቂ አይደለም አገልግሎቱ እምብዛም ነው

የምልከታ ፔክሊስት

**ዕለታዊ የትምህርት ዕቅድ ዝግጅትና ትግበራን በተመለከተ**

ተ.ቁ	ዕለታዊ የመማር ማስተማር ዕቅድ ዝግጅትና ትግበራ	ዝቅተኛ	መካከለኛ	ከፍተኛ
		1	2	3
1	ይዘቶችንና ዓላማዎችን መናበብ			
2	በትምህርት ዓይነቱ ውስጥ የተቀመጡትን ብቃቶች የማከተት ሁኔታ			
3	የተማሪዎችን ተግባራትን የመዘርዘር ሁኔታ			
4	ለዕለቱ ይዘት ተገቢ የትምህርት መሳሪያዎችን ማመላከት			
5	ዋና ዋና ብቃቶችን ለመመዘን የተቀመጡ ስልቶች			
6	አሳታፊ የማስተማር ስልትን የማመላከት ሁኔታ			
7	ለተከታታይ ምዘና የተሰጠ ትኩረት			

ከዕለታዊ የትምህርት ዕቅድ ዝግጅትና ትግበራ ጋር በተያያዘ ሌሎች ተጨማሪ ግኝቶች፡-

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#### ሐ) ለፈተና ምዘና ኮሚቴ ቡድን ተኮር ውይይት የተዘጋጁ መነሻ ጥያቄዎች

የቡድኑ አባላት ስብጥር ከማህበራዊ ሳይንስ \_\_\_\_\_ ክቋንቋ \_\_\_\_\_ ከተፈጥሮ ሳይንስ \_\_\_\_\_ ድምር \_\_\_\_\_ ነው።

1. በየትምህርት ዓይነቱ ውስጥ የተቀመጡ ብቃቶችን ለመለካት የተቀረቡ ስልቶች ምን ምን ናቸው?
2. በትምህርት ቤቱ የሚዘጋጁ ፈተናዎች በፈተና ንድፍ (Test Blue print) የፈተና ዝግጅት ቢጋር (Table of specification) መሠረት እንዲዘጋጁ ኮሚቴው ምን ምን ተግባራትን ያከናውናል?
3. ተከታታይ ምዘና ሳይንሳዊ በሆነ መንገድ እንዲተገበር የኮሚቴው ሚና እንዴት ይገለጻል? ጥንካሬ? ድክመት?

ሌሎች ተጨማሪ ሐሳቦች ካለዎት እባክዎን ይግለጹ።

እናመሰግናለን!

## የሥርዓተ ትምህርት ኮሚቴ ቡድን ተኮር ውይይት የተዘጋጀ መነሻ ጥያቄዎች

የቡድኑ አባላት ስብጥር፡- ከማህበራዊ ሳይንስ \_\_\_\_\_ ክፍንቁ \_\_\_\_\_ ከተፈጥሮ ሳይንስ \_\_\_\_\_ ድምር \_\_\_\_\_ ነው።

1. የትምህርት ቤት መሻሻል መርህ-ግብርን እና ተሙማን ለማቀናጀት ምን ምን ተግባራትን ታከናውናለችሁ?
2. መምህራን የትምህርት መሳሪያዎችን ገምግመው ውጤቶችን ለሚመለከታቸው አካላት ሪፖርት እንዲያደርጉ በየትምህርት ክፍላችሁ ምን ምን ተግባራትን ታከናውናለችሁ?
3. እንደ ኮሚቴ ሥርዓተ ትምህርትን የምትገመግሙበት አሠራር አለ? አሠራር ካለ ምን ምን ጉዳዮች ላይ ያተኮራል?
4. መምህራን መርህ-ሥርዓተ ትምህርትን፤ የመምህር መምሪያና የተማሪዎች መማሪያ መጻሕፍትን በተናበበ መልኩ እንዲተገብሩ ምን ምን ተግባራትን ታከናውናለችሁ?
5. አሳታፊ የማስተማር ስልት ምን ያህል ይተገበራል? አሠራር ተበጅቶለታል? ምን ዓይነት? ውጤታማነቱስ እንዴት ይገለጻል?
6. መምህራን እንዲተገበር የተዘረጋውን ሥርዓተ ትምህርት ውጤታማ እንዲያደርጉ ምን ዓይነት ድጋፍና ክትትል ይደረግላቸዋል?
7. እንደ አጠቃላይ፤ ለሥርዓተ ትምህርት መሻሻልና መማር ማስተማር ውጤታማነት ምን ዓይነት ምቹ ሁኔታዎች አሉ? ምቹ ሁኔታዎችን የሚመለከታቸው አካላት በአግባቡ እየተጠቀሙበት ነው? ምን ያህል እየተጠቀሙበት ነው? ምን ምን ተግዳሮቶች አሉ? ተግዳሮቶችን ተቋቁማው ለውጤት የመስራት ሁኔታ ምን ደረጃ ላይ ይገኛል? ሌሎች ተጨማሪ ሐሳቦች ካለዎት እባክዎን ይግለጹ።

እናመሰግናለን!

## ለወተማሕ ቡድን ተኮር ውይይት የተዘጋጀ መነሻ ጥያቄዎች

የቡድኑ አባላት ስብጥር፡- ከተማሪ \_\_\_\_\_ መምህር \_\_\_\_\_ ከወላጅ \_\_\_\_\_ ከየትምህርት ቤት አመራር \_\_\_\_\_ ድምር \_\_\_\_\_ ነው።

ኮሚቴው ሥራውን መቼ ጀመረ? \_\_\_\_\_

1. የትምህርት ቤት መሻሻል መርህ-ግብር አተገባበሩ ምን ደረጃ ላይ ይገኛል?
2. ለትምህርት ቤት መሻሻል ዕቅድ ዝግጅት ትምህርት ቤቱ ራሱን ሲገመግም ትሳተፋለችሁ? በምን ያህል ደረጃ?
3. የትምህርት ቤቱን የትምህርት ቤት መሻሻልና የትኩረት ነጥቦችና የተሙማን ፍላጎት በዝርዝር ታውቃለችሁ? ምን ምን ናቸው? ዋና ዋናዎቹን ብትጠቅሱልን?
4. የትምህርት ቤቱና ወላጆች ግንኙነት ምን ደረጃ ላይ ይገኛል? ጥንካሬው? ክፍተቱስ?
5. የወተመህን መመሪያ ሁላችሁም በእኩል ደረጃ ታውቁታለችሁ? መመሪያውን መሰረት ያደረጉ ተግባራትንስ ምን ያህል ታከናውናለችሁ? በዚህ ረገድ ያሉት ጥንካሬዎች ምን ምን ናቸው? ክፍተቶችስ?
6. ተማሪዎች በትምህርታቸው ውጤታማ እንዲሆኑ ምን ምን ተግባራትን ታከናውናለችሁ?

ሌሎች ተጨማሪ ሐሳቦች ካላችሁ እባካችሁ ብትገልጹልን።

እናመሰግናለን!