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Implementation of the School Improvement Program (SIP) in Addis Ababa City Administration: Achievements, Challenges and Prospects

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Abstract

The quality of higher education can not be guaranteed with out ensuring the quality of education at the primary and secondary levels. School Improvement Programme (SIP) is one of the six pillars of the General Education Quality Improvement Package (GEQIP), that is intended to enhance the quality of education in the Ethiopian primary and secondary schools; which in turn will definitely have an impact on the quality of higher education. This study examined the implementation of the School Improvement Programme (SIP) in Addis Ababa City Administration and identified the achievements, challenges and prospects of the programme. Multistage Stratified Random Sampling Technique was used to select 264 primary and secondary school students, 234 primary and secondary school teachers from 24 schools in eight sub cities of Addis Ababa city Administration. Seventy experts at the kebele and sub-city education and training offices, city administration education office, and federal ministry of education levels also took part in the study as respondents. A blend of both quantitative and qualitative approaches to research has been used to conduct the study. About 99% of the distributed questionnaires were returned and data were analysed using SPSS. Although further efforts are needed to bring significant improvement, the study has shown that encouraging achievements have been made at the school level, with respect to the Learning and Teaching as well as the Leadership and Management Domains. However, achievements in School Environment and Community Involvement Domains were found very low. Furthermore, lack of school facility, insufficient budget, lack of the necessary awareness and practical involvement of the community, lack of trained teachers for special needs education, and lack of the necessary awareness and practical involvement of teachers were identified as some of the major challenges in implementing SIP. At present it was found that most of the schools covered by this study are at the Implementing/Functioning level of the School Improvement Programme, indicating that they have to work hard to rise to the embedded level. The study has also disclosed that the school improvement programme will have significant prospects in terms of enhancing the learning and teaching process, in bringing about a healthy and safe education environment, and in creating a strong partnership between the community/parents and the school; among others. In order to overcome the challenges and to realize the objectives of the programme, the study has recommended integrated efforts of all stakeholders of the programme mainly, the school community, the external community including parents and the Government.

ACRONYMS AND ABBREVIATIONS

CPD:	Continuous Professional Development
E.C.:	Ethiopian Calendar
EMPDA:	Educational Materials Production and Distribution Agency
ESDP:	Education Sector Development Programme

ETP:	Education and Training Policy
FGD:	Focus Group Discussion
ICT:	Information and Communications Technologies
ISIP:	International School Improvement Project
KETO:	Kebelle Education and Training Office
MOE:	Ministry of Education
OECD:	Organization for Economic Cooperation and Development
PTA:	Parent Teacher Association
SAF:	School Self-Assessment Form
SIC:	School improvement committee
SIP:	School Improvement Programme
SPSS:	Statistical Package for the Social Sciences
TDP:	Teacher Development Programme
UNDP:	United Nations Development Programme
UPE:	Universal Primary Education

INTRODUCTION

Background

Ethiopia is a country situated in the Horn of Africa (between latitude 3° and 18°N and longitudes 33° and 48°E), that has been landlocked since the independence of its Northern neighbor Eritrea in 1993. At present, Ethiopia is bordered by Eritrea to the North, the Sudan to the West, Kenya to the south, Djibouti to the Northeast, and Somalia to the East. It is one of the oldest nations in the world that has yielded some of the oldest traces of humanity, making it an important area in the history of human evolution. Currently Ethiopia has a population of about 74 million (Federal Republic of Ethiopia Population Census Commission, 2008).

It has been also claimed that, if the Country's education is regarded historically, the Ethiopian church schools represent the oldest continuous system in the world (Cameroon, et al, 1983:95). This indicates that Ethiopia has a long history of education. However, a major progress was not observed in the expansion of quality modern secular education in the country over the last centuries, in spite of the attempts made in the last decade. As a result, the country has one of the world's worst education and development indicators that could not improve its people's subsistence agriculture. For instance Ethiopia's HDI rank in the United Nations Human Development report of 2009 was 171 out of 177 countries covered by the UNDP Human Development Index (UNDP, 2009).

Although, the current government's commitment in the expansion of general education and higher education is encouraging, number of schools, higher institutions and enrolment alone do not indicate the progress of the education sector, without ensuring quality, equity and efficiency (internal and external efficiency), at all levels. Since the primary and secondary levels of education are the foundation and pillar of higher

education, a thorough investigation of the recently introduced SIP in terms of the domains, elements and selected indicators set out for implementation is important.

Addis Ababa City Administration is one of the two city administrations of Ethiopia. It was founded in 1887 during the reign of Emperor Menelik. Currently Addis Ababa has a population of about 2.7 million (Federal Republic of Ethiopia Population Census Commission, 2008). As of academic year 2006/07, there were 519 primary and 123 secondary governmental and nongovernmental schools in the city. 93 of the primary schools (with a total of 177,375 students and 5,605 teachers) and 31 of the secondary schools (with a total of 87,603 students and 2431 teachers) are governmental schools (MoE, 2008).

This study has been designed to examine the Implementation of the newly introduced School Improvement Programme (SIP) in Addis Ababa City Administration by taking a sample of selected public primary and secondary schools from all sub-cities.

Statement of the Problem

Education indicators are tools for planning, monitoring and evaluating the development of the education system and they help to understand how well the sector performs. Quality is one such major indicator of an education system that requires improvement time and again. That is why it is proposed to assess the implementation of SIP introduced to enhance the quality of the general education sub sector.

Carrying out research in education at different corners of the Country is also as important as the pressing need for expanding educational opportunities and for improving the quality at all levels as well as for planning, implementing, monitoring and evaluating the performance of the education system. The Ethiopian Education and Training Policy (ETP) of April 1994 also points out research in education as one of its specific objectives (MOE, 1994).

Notwithstanding the Ethiopian Government's commitments and efforts to improve the access, quality, equity and efficiency of the Country's education system since the adoption of the policy in 1994, it was observed that the major achievement of the policy was in access, implying that much has to be done to improve the quality.

The Ethiopian Federal Ministry of Education (MoE) has now become aware of the problems that hinder the provision of quality education in the general education sub sector and has become cognizant of the importance of launching the School Improvement Programme (SIP). The Ethiopian School Improvement Programme (SIP) was introduced in 1999 E.C. as one component of the six pillars identified for the General Education Quality Improvement Package (GEQIP).

When a new programme is introduced it may face many challenges in its implementation. Since SIP is also a new programme under implementation, we cannot say that it is being implemented perfectly. Even if we assume that it is being implemented properly, an assessment of the achievements, challenges and prospects is essential. Above all, SIP is a dynamic process that involves many stakeholders and resources as its input,

process/throughput, output, outcome, and impact. However, the Ethiopian SIP's achievements, challenges and prospects have not yet been assessed to identify the strengths, weaknesses, threats and opportunities through research.

Thus, in order to ensure the effective and efficient implementation of the programme, it is necessary to identify its strengths, weaknesses, threats and opportunities through research; and then to propose possible scenarios of retaining the strengths/achievements, for overcoming the challenges, for preventing potential threats and for harvesting the opportunities.

RESEARCH QUESTIONS

The following basic questions were taken into account and examined in order to address the problem vis-à-vis the domains, elements and performance indicators given in the Ethiopian School Improvement Framework of 1999 E.C.:

1. To what extent is the teaching and learning process successful in the schools?
2. What does the existing school environment (in terms of healthy and safe condition for students' learning) look like in implementing SIP?
3. What is the actual school leadership and management practice in implementing SIP, compared to those indicated in the blue print?
4. To what extent is the community involved in the planning, implementation, monitoring and evaluation activities of SIP at different levels?
5. What is the existing level of implementation of the school Improvement Programme in the schools?

OBJECTIVES OF THE STUDY

The specific objectives of the study are:

- ◆ Assess the accomplishment of the teaching and learning process in the schools vis-à-vis the indicators of learning and teaching domain indicated in the SIP framework.
- ◆ Examine the availability of conducive (safe and healthy) school environment for students.
- ◆ Investigate the existence of appropriate leadership and management in the schools.
- ◆ Examine the extent of community involvement/participation in the planning, implementation, monitoring and evaluation of SIP at different levels.
- ◆ Identify the major achievements made so far.
- ◆ Elucidate the major challenges encountered in implementing SIP and the remedies used/attempted.
- ◆ Identify and classify the current level/stage of the schools (as categories of aspiring, developing, implementing, embedded) on the basis of their self evaluation exercise.

- ◆ Examine the prospects of the programme in ensuring quality education in the general education sub sector.

SIGNIFICANCE OF THE STUDY

Although the study is delimited to a sample of Government primary and secondary schools in Addis Ababa City Administration, it is expected to be significant in identifying the achievements made so far, the challenges encountered and the prospects to come, in the implementation of SIP and in the attempt of improving schools. Moreover, it is expected to be significant in putting forward recommendations to retain the best practices and to overcome the challenges for future effective and efficient implementation of the programme. It is also believed to serve as a foundation for further similar studies in all regions and hence to throw light on the issue and draw the attention of the different stakeholders for its successful implementation. The quality of higher education in the country cannot be guaranteed without ensuring the quality of education at the primary and secondary levels. Thus, the study will also have an implication to the improvement of the quality of higher education.

SCOPE AND LIMITATION OF THE STUDY

The study was delimited to a sample of 24 public/government primary and secondary schools in Addis Ababa City Administration. Since SIP has four domains, 12 elements and 150 indicators, the study was also delimited to about 50% of the variables (indicators) under the four domains and their respective elements of the SIP framework.

As the programme is new, one of the limitations was lack of recent research works in the Ethiopian context. Secondly, parents and PTA members could not avail themselves for interviews and for focus group discussions as anticipated, making the study to depend more, on data collected using questionnaires. This situation has dictated the researcher to use more of quantitative approach. Thirdly, although it was finally possible to collect about 99% of the distributed questionnaires, the data collection process was a challenge due to the relocation of many respondents to other offices as a result of the newly introduced and implemented Business Process Reengineering (BPR); that led to new administrative structures and new allocation of human resources at different levels as well as due to frequent meetings.

DEFINITION OF TERMS

Kebele Education and Training Office: This refers to the lowest level of education management hierarchically below the Sub City Education and Training Office and above the school. In the context of Addis Ababa City Administration, kebeles are responsible for managing primary and pre-education.

Parent Teacher Association (PTA): This is a committee that comprises parents and teachers and that is formed to strengthen the relationship of the school and the community as a mechanism of creating conducive school environment (MOE, 1999 E.C.).

School Improvement Committee (SIC): This is a committee setup from the school community and parents to implement SIP in the Schools. The principal serves as the chairman of the SIC (MOE, 1999 E.C.).

Sub-City Education and Training Office: Education Management Structure in Addis Ababa immediately below the City Administration's Education Bureau. In the context of Addis Ababa City Administration, Sub City Education and Training Offices are responsible for managing secondary education.

ORGANIZATION OF THE STUDY

This research paper is organized in five sections. The first section deals with the introduction which comprises of the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation and limitation of the study, definition of terms and organization of the study. In the second section, the conceptual framework is given. Section three presents highlights of the type of research design and methodology used, source and type of data, sampling method and sample size, instruments and method of data collection as well as methods of data analysis. The fourth section presents the results and discussion. Finally, the fifth section provides the summary, conclusions and recommendations of the study.

CONCEPTUAL FRAMEWORK

Importance of Education for Development

“A year of schooling typically shows a 25 to 30 percent real rate of return, which appears noticeably better than that of other investment alternatives” (Hanushek, 1995: 236)

Education is a basic social service, which develops human resources and builds individual and national capacity, improves productivity, develops knowledge, skills, values and attitudes as well as awareness needed for meaningful and productive individual and social life. It is fundamental to enhancing the quality of human life and for ensuring social and economic progress (UNDP, 1997 in Todaro and Smith, 2007).

General education is the foundation for further education and training, and thus, contributes to the overall economic, social, and cultural development. It also promotes democratic thinking friendship tolerance and brotherhood.

In general education has a positive effect in each of the Millennium Development Goals (MDGS) and Human Development Index (HDI) of a country, directly or indirectly. As a result, education is taken as one of the important determinants of the Human Development Index (HDI) of any country.

The concept of school improvement

A school system is a dynamic system where input, throughput, and output and processes are continually underway. This continually changing feature of a school system demands it for a continuous improvement. Although the concept of school improvement dates back to the 1960s, it was strengthened in the mid 1980s, following the establishment of the OECD sponsored International School Improvement Project (ISIP) that established a distinctive body of knowledge which became internationally recognized (Reynolds D., Bollen R., Cremers B., Hopkins D., and Stroll L., 1996).

School improvement is defined in ISIP as a systematic, sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing

educational goals more effectively (van Velzen et al. in Hopkins D., 1989). According to Barends (2004), the term School Improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning.

According to Plan International (2004), school improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In this context, school improvement refers to a systematic approach that improves the quality of schools and hence the quality of education.

As per Hopkins D., (1989), SIP is a Plan-initiated education programme based on successful experience of improving the quality of education which has to follow an approach of collaborative responsibility and shared achievements. According to Epstein et al., (1997), a school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made.

School improvement plans encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents.

School improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first and crucial steps in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their respective schools. As the plan is implemented, schools continue to gather this kind of data. By comparing the new data to the initial information on which the plan was based, they and the public can measure the success of their improvement strategies.

SIP domains and elements considered for improvement in the Ethiopian context

In its attempts to ensure the quality of education in the Country, the Government of Ethiopia has been engaged in formulating and implementing different policies and programmes. One of the landmarks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy as well as the Education Sector Development Programs (ESDP I –III) in place. Another programme recently developed and currently under implementation is the General Education Quality Improvement Package (GEQIP) which has the following six important pillars in it.

1. Teacher Development Programme (TDP),
2. School Improvement Programme (SIP),
3. Civics and Ethical Education,
4. Curriculum Improvement Programme (CIP),
5. Information and Communication Technology (ICT), and

6. Management and Administration Programme (MAP).

Although there are six different pillars as indicated above, all of the other five pillars are there to strengthen SIP, because all of them are inputs for SIP which is reflected by student achievement.

The School Improvement Program (SIP) comprises four domains, 12 elements (three elements in each domain), 29 standards and 150 indicators; all of them targeting at improving students' performance in the general education sub sector. According to the School Improvement Program Framework of the MoE (1999 E.C.), School Improvement is described as a concept that has a major goal of improving students' performance in schools through the development of a School Self-Assessment System which is undertaken against the four 'school domains'. The four domains include: a) the teaching-learning process, b) school leadership and management, c) safe and healthy school environment, and d) relations among parents, community and school which is expressed as community involvement domain (MoE, 199 E.C.).

The elements and indicators of SIP are interdependent and complementary to each other, which are directed towards attaining the major goal of improving students' performance.

The figure below indicates the conceptual framework for conducting the study. At the centre is the core need for implementing SIP, which is students' performance. In order to accomplish this, we have the six domains and their corresponding elements (to be covered in the study) as well as the SIP process represented in three phases (problem identification, planning for change, implementing SIP, and evaluating the results). Elements and performance indicators relating to the four domains were developed and printed in the School Improvement Framework of the Ministry of Education. Performance indicators used in this study were selected from each domain of the framework.

RESEARCH METHODOLOGY

Research design

The study used a blend of both quantitative and qualitative approaches to research. The research method used for the study was more of descriptive survey of the existing situation regarding the implementation of SIP in Addis Ababa City Administration. More specifically, the study describes the achievements, challenges and prospects of the school improvement programme in Addis Ababa City Administration.

Source and type of data

In order to undertake the study, primary data were collected through questionnaires, focus group discussions (FGDs) and interviews with Regional Education Bureau Officials, selected Sub City Education Office Officials, selected school directors, teachers, students and parents from Addis Ababa City Administration as well as through personal observation. Secondary sources were also used to gather data/information that could not be obtained directly from the respondents.

Target population, sampling method and sample size

In the academic year 2000 E.C, there were sixty six complete public (governmental) primary schools, twelve first cycle secondary schools and eight second cycle secondary (or preparatory secondary) schools in the City Administration. This means, that the population of schools comprised of sixty six complete primary schools, twelve first cycle secondary schools, and eight second cycle secondary schools making a total population of eighty six schools of all levels of the general education sub sector.

On the other hand the population from which respondents were selected included the following:

1. All grade 5 - grade 12 students, who were attending their education in governmental schools of Addis Ababa city administration in the academic year 2001 E.C. (2008/09);
2. All principals of the above mentioned schools in Addis Ababa City Administration;
3. All teachers teaching in the above governmental primary and secondary schools;
4. All experts at kebele education and training offices, where the sample primary schools fall;
5. All experts at sub city education and training offices, attached to the implementation of SIP;
6. All experts at Addis Ababa City Administration Education Bureau, attached to SIP implementation; and
7. All experts at the Federal Ministry of Education who are/were involved in SIP implementation.

In order to select representative sample of schools, students and teachers, a multistage stratified random sampling technique was used. Accordingly, the population was divided in to a number of mutually exclusive homogeneous sub populations/strata (sub cities, schools by level, and students by grade and sex), and then the samples were selected from the strata.

The rationale for using stratified random sampling for the study was the assumption that the socioeconomic condition across sub cities of Addis Ababa City Administration is not the same. For instance, the educational status and income of parents, the educational facilities of schools, educational facilities made available for students by parents, etc. in Bole Sub City may not be the same as those in Yeka or Kolfe Keranyo sub cities. Similarly all students at different levels and grades may not have the same knowledge in connection with the implementation of the programme, which may give rise to difference in understanding/responding to the items of the questionnaire. That is why it was assumed that there is heterogeneity among the sub cities of Addis Ababa City Administration, and levels of education but homogeneity within a grade. But further stratification by gender was made in order to capture representatives of both sexes. In this way the students in the city administration were stratified by sub city; students of each sub city were stratified as primary and secondary; then by grade level and finally by gender (as male and female). The next figure shows how the stratification of students was done.

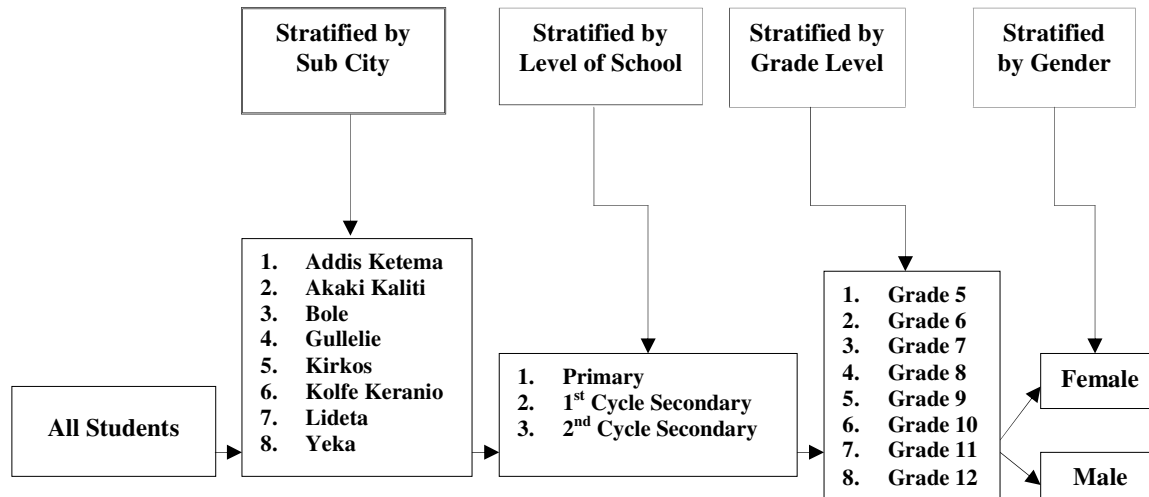


Figure 10: Four levels at which the target population of students was stratified to use a multi stage stratified sampling technique.

A similar approach/stratification was used to select teachers except that the population of teachers was stratified by sub city, school level, department and gender in order to take a representative sample. Details of the sample selection for each category are given in the next sub-sections.

In contrast to the sampling method used at the school level, all experts attached to GEQIP/SIP participated in the study in providing data at the kebele, sub city, city administration and federal ministry levels; since the number of experts in charge of SIP implementation in the respective offices was relatively small (in most cases less than five experts at each level).

In order to ensure the reliability and validity of the instruments, a pre-test was conducted in Arada and Nifas Silk Lafto Sub Cities. The reliability (alpha) coefficients for the instruments of the pre-test were found to be 0.982 and 0.86 for staff and students respectively. Consequently, the main survey considered the remaining eight sub cities.

Selection of sample schools

After stratifying the schools in each sub city as complete primary, first cycle secondary and second cycle secondary, sample schools were selected from each sub city proportional to size, such that one school from each level was included from each sub city with the exception of Yeka Sub City, where two primary schools were included because of a relatively greater number of primary schools in that sub city compared to the others. Furthermore, the selection of primary schools was done in such a way that the school to be included has grade 5-8 students. The rationale behind this is that the questionnaires were designed to be completed by students who can read and write Amharic. Although grade four students were usually included in national learning assessment surveys conducted before, considering the large number of questions/indicators in the instruments of the current study, only sample students from grades 5-8 were included from the primary level of the general education sub sector. As a result, nine primary schools (about 14%), eight

first cycle secondary schools (75%), and seven second cycle secondary schools (about 88%) of the total in each category were selected from all sub cities randomly.

Thus, a total of twenty four primary and secondary schools altogether (about 28% of the target population of schools from all levels) were included in the study.

Selection of sample students

As it was previously indicated, a multi stage stratified random sampling technique has been used to select sample schools and students. After selecting a school, firstly the number of sections for each grade in each sample school was identified and one section was randomly selected from each grade level. This was done on the assumption that students within the same school and grade level are homogeneous with regard to SIP implementation. Secondly, an attendance sheet of each randomly selected section of a grade was obtained, from which separate lists of male and female students in each section were prepared. Finally, two males from the list of male students, and two females from each list of female students of the sample sections/classes of each grade and school, were selected using a systematic random sampling technique to participate in the study. In this way four students (two females and two males) were selected to represent each grade level and to take part in the survey as respondent students to complete the students' questionnaire. That is, sixteen students (eight females and eight males) from each primary school in the sample as well as eight students from each sampled secondary school (four females and four males) were chosen on a random basis to complete the questionnaire. This means that 264 primary and secondary school students were involved as respondents in the study.

Selection of sample teachers, principals and department heads

In order to select school staff members for the sample first, a list of all departments in the schools was identified and five department heads were selected regardless of their sex, using simple random sampling technique. Secondly, a list of all teachers was identified and new lists of female and male teachers were prepared separately from which, two female and two male teachers were selected randomly. Thirdly, each school principal/vice principal was included as a member of the sample. This means that ten staff members (teachers, department heads and principals) were taken from each school for the sample. This indicates that, 90 primary school teachers, 74 first cycle secondary school teachers, and 70 second cycle secondary school teachers (including department heads and principals) took part in the study as respondents at the school level. This shows that 234 teachers (including department heads and principals) were selected for the sample at the school level.

Selection of participants from kebele, sub-city, city administration and federal levels

For simplicity of identification, this group of respondents has been categorized as higher level management of SIP implementation. All experts working in the General Education Quality Improvement Package (GEQIP) in general and SIP in particular at the Kebele Education and Training Office, Sub City Education and Training Office, City Administration Education Bureau, and Federal Ministry of Education fall in this category and all available members of the category (70 experts at different levels) were involved in the study as respondents. That is, all relevant respondents participated at these levels due to the less number of experts working for SIP, as indicated earlier.

Other respondents

Twenty four principals, five heads of Kebele Education and Training Offices, six Heads of Sub-City Education and Training Offices, one City Administration Education Bureau expert attached to SIP, and four experts at the Ministry of Education attached to SIP implementation were also involved in the study.

Instrument and procedures of data collection

Different questionnaires and interview guides comprising the four domains and their elements as well as other relevant indicators, were prepared and pilot tested. The over all reliability coefficient (alpha coefficient) of the instrument obtained after analyzing the pilot data collected from staff was found to be 0.982, indicating the adequacy of the instrument. However the reliability coefficient (alpha coefficient) of the instrument obtained after analyzing the pilot data collected from students was found to be 0.702. As a result the students' questionnaire was revised and tested again. Nevertheless, the reliability was improved after revision (with alpha coefficient of 0.86).

In the meantime, data collectors/enumerators were recruited, trained and deployed to administer the instruments and to collect the data necessary for the study. Regular follow up and supervision of the data collectors has been performed to ensure the reliability of the data. Focus group discussions with 64 students, interviews with 40 principals and experts as well as personal observations were also made.

Methods of data analysis

The data collected using questionnaires, interviews, focus group discussions and personal observation were encoded using a computer package known as Statistical Package for the Social Sciences (SPSS) and were cleaned carefully. Then, descriptive statistical methods and tools such as frequency distribution tables and graphs were applied for data analysis and for the description of results. Names of schools and individuals were excluded in the analysis for reasons of ethical issues and due to the fact that the quantitative analysis does not personalize results.

RESULTS AND DISCUSSION

Questionnaires were prepared and administered to 24 principals, 117 department heads, 96 teachers, 70 higher level managers and experts at the Kebele, Sub City, City Administration Education Bureau and Ministry of Education levels, as well as 264 primary and secondary school students. The total number of questionnaires distributed to respondents at the different levels mentioned above was 571. Out of these 568 questionnaires (99.47%) were completed and collected.

Interviews were also conducted with the 24 principals (100% of the planned), five heads of Kebele Education and Training Offices (62.5% of the planned), six Heads of Sub-City Education and Training Offices (75% of the planned), one City Administration Education Bureau expert attached to SIP (100%), and four experts at the Ministry of Education attached to SIP implementation (100%). That is, it was not possible to conduct the interview with three heads of Kebele and two Sub City Education and Training Offices as they could not avail themselves for the interview due to meetings and other assignments. Moreover, focus

group discussions were conducted with 64 primary and secondary school students from Yeka and Addis Ketema Sub Cities.

Characteristics of the respondents students

A total of 264 (132 male and 132 female) students took part in the study as respondents. Out of these 144 (54.6%) were primary, 64 (24.2%) lower secondary, and 56 (21.2%) upper secondary school students.

The lowest and highest age limits of the students who took part in the study as respondents were 11 and 22 respectively. It was also found that a good percentage of the students in each grade were above the official age of attendance in that respective grade. For instance about 69% of the grade eight students were found to be in the age group of 15-18, while the official age of attendance for that grade is 14. Similarly, even though the official age of attendance for grade 7 students is 13, about 47% of the respondents selected from grade 7 were found in the age group 15-18.

Teachers, Department Heads, Principals and Experts at Higher Level Management of the Education System

Out of the total number of staff members (teachers, department heads and principals) who took part in the study as respondents, 37.2% were found to be females and the remaining 62.8% were males. In fact, the selection of teachers was done in such a way that two males and two females be included from each school. On the other hand, most of the randomly selected department heads were found to be males; indicating that a lower proportion of females were department heads compared to males. Moreover, all principals of the selected schools were found to be males. This situation has contributed to the lower percentage of female staff members included for the study. Comparison of participant staff members' age group has also shown that the highest portion of participants (close to 46%) were found to be in the age group 23-27 followed by those in the age group 28-32 (17%).

Looking into the educational characteristic of participant staff members, it was found that about 62% of them were first degree holders followed by 33% diploma, 3% certificate and 1.7% second (master's) degree holders. With regard to service year of respondents, the study has shown that most of the respondents (47%) have served for 1-5 years; followed by 24% and 16.2% of those who have served for more than 20 years and 6-10 years respectively.

Similarly seventy respondents were selected from higher level management of the education system. Experts working at the Kebelle Education and Training Office, Sub City Education and Training Office, City Administration Education Bureau and Federal Ministry of Education levels fall in this category.

Out of the seventy respondents who participated in the study from, sixteen of them (close to 23%) and 54 of them (about 77%) were females and males respectively. Regarding the age distribution of respondents in this category it was found that most of them (31.4%) were in the age group 48-52 followed by 33-37 (17.1%). Moreover, all respondents at this level were found to have first degree and second degree qualifications, with about 77% of them having first degree and about 23% of them having second degree. This shows that a good number of

qualified human resources are assigned at the different levels of the education management, about 57% of them having experience of 20 years or more. Figure 3 below shows the educational qualification of the respondents in the above mentioned category by sex.

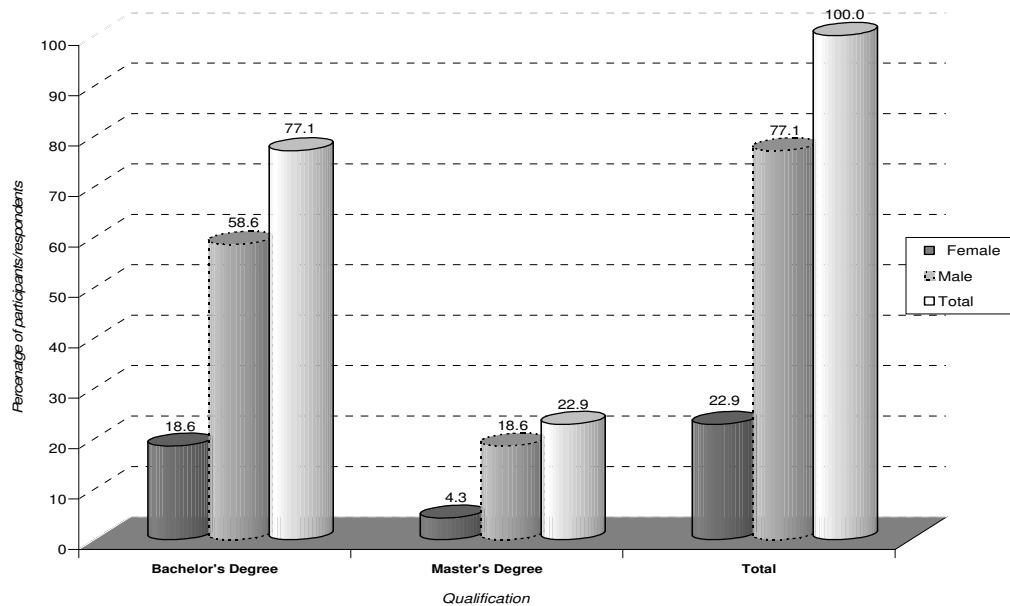


Figure 11: Educational qualification of respondents at higher level of the education management by sex

Results related to the basic questions of the study

As it was previously explained, School Improvement is a dynamic process that requires input, undergoes throughput and delivers outputs. Thus it has different activities that have to be carried out at different stages of implementation.

The first and foremost important step is making the necessary activities in the beginning or accomplishing the preparatory activities.

Analysis of data collected from principals of the selected sample schools in connection with the preparatory activities, has indicated that all schools included in the study have made a number of necessary preparations in terms of organizing stakeholder workshop, dissemination of the necessary guidelines to stakeholders as well as setting up the necessary organizational support (including formation of SIP Committee, student council, plan preparation committee, and parent teacher association) for implementing SIP.

It was also observed that all participating schools have prepared three years strategic plans and yearly action plans based on results of their self assessment. Analyses of data collected using questionnaires and interviews with the respective principals also indicated that almost all of the schools included in the study (22 out of the 24 schools or about 92%) have made preparations in availing the necessary human resources (mainly teachers) that have a key role in realizing the core objective of SIP. The remaining two schools indicated that their preparation in terms of human resources was to a lower extent.

However, although there is a renovation and expansion of additional buildings and classrooms in all of the schools covered by the study, it was found from the principals'

interviews that most of them did not have other necessary financial and material resources ready for implementing the programme. Interviews held with the respective principals have shown that there is an acute shortage of budget for availing adequate teaching materials, textbooks, and other reference materials due to a limited public budget allocated to them.

In order to see teaching staffs' (teachers and department heads excluding principals) opinions in relation to the availability of the necessary financial and material resources for implementing SIP in the schools, teaching staffs' data were separately analysed. Consequently, it was found that only 6.7% and 22.9% indicated that the extent of financial resource arrangement/preparation was 'very great' and 'great' respectively; while 11.4% and 29.5% of them indicated 'a very low extent' and 'low extent' respectively. This shows that a larger proportion of the respondent teachers (about 41%) have indicated that adequate preparations for financial resources were not made; compared to those about 30% who indicated the existence of adequate preparation.

Another amazing finding of the current study in this connection was that about 28% of the respondents indicated that they do not know whether there was an adequate financial arrangement for implementing SIP in their respective schools.

Results of the analysis of teaching staffs' responses in connection with the necessary preparations of material resources for realizing SIP, about 41% indicated that the preparation was not adequate; compared to about 26% who indicated that it was adequate. Similar to the lack of knowledge of financial resource preparations made for implementing SIP in their respective schools, it was also learnt from the results of the analysis that about 27% of the teaching staff said that they did not know whether their school made adequate preparations in terms of material resources or not.

Implementation of SIP

As it was explained earlier, the actual implementation of the School Improvement Programme (SIP) focuses on the four domains, namely: the Learning and Teaching Process Domain, the School/Education Environment Domain, the Leadership and Management Domain and the Community Involvement Domain. Highlights of the findings in relation to each domain are presented in the next sub sections.

Learning and teaching process domain

The learning and teaching domain is the heart of the School Improvement programme in the sense that all other domains work as a system to enhance the learning and teaching process so that students' achievement can be improved significantly.

Data relating to twenty four performance indicators of this domain have been collected from teachers, department heads, principals, and experts at higher management levels (Kebelle, Sub City, City Administration, and Federal levels) of the education system.

In addition, data pertaining to twenty learning and teaching performance indicators selected as student variables were collected and analysed. Results of the analysis of the performance indicators common to all categories of respondents are presented together and those that are not common are presented separately.

As it was described earlier, the learning and teaching domain has three elements. These are: the quality of teaching, learning and assessment, and curriculum. The results of each element are briefly presented and discussed in the next paragraphs.

Element 1: The Quality of teaching

Availability of quality teaching in schools is one of the essential conditions that help for realizing the objectives of the School Improvement Programme.

In relation to the existence of this element in the schools, the study has shown that the accomplishment of the schools in the thirteen of the fourteen performance indicators selected for this element measured in terms of the responses of respondents (taking the sum of both 'strongly agree' and 'agree') was above average. In fact, the aggregate average response representing strongly agree and agree for all fourteen performance indicators of this element was found to be 68%. The variable/performance indicator in this element which was found having below average (32.9%) responses of strongly agree and agree taken together was evidence of up to date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods.

The absence of action research based procedures in the schools was actually identified by all principals during personal interviews as a bottle neck in achieving quality teaching.

Element 2: Learning and assessment

The second element of the learning and teaching domain is learning and assessment. This element was studied because it is important that the schools have to hold high expectations for student achievement, students have to be actively involved and motivated to learn, assessment of learning practices has to support improved learning outcomes, reporting practices have to support learning outcomes. In connection to this element data pertaining to eight performance indicators were collected and analysed. Consequently, the aggregate percentage of responses of the rating scales 'strongly agree' and 'agree' taken together for the eight learning and assessment indicators was found to be about 58% which is slightly above average. However, the total response rate of the performance indicator/variable on improvement of students' score compared with the starting point of SIP implementation (taking 'strongly agree and agree' together) was found to be 48.8% which is slightly below average. This indicates that the schools and other stakeholders need to work hard to improve the students' achievement to the desired level.

Element 3: Curriculum

In assessing the situation of SIP implementation in the schools by taking two performance indicators pertaining to curriculum, it was found that much has not been done by the schools in this regard. Specifically, the study has shown that curriculum materials are not evaluated by teachers for appropriateness to the needs and developmental stages as well as for inclusiveness. This situation was observed by 45.4% and 9.2% of the respondents who indicated 'disagree' and 'strongly disagree' respectively; where as only 42.7% of the respondents stated 'agree' and 'strongly agree'. Another curriculum related performance indicator considered in this study was, evidence of evaluation of curriculum materials by teachers to ensure that they are relevant to the objective reality/context of the area.

Accordingly, it was found that only 42.1% of the respondents stated both ‘strongly agree and agree’ indicating that it has not been a success in implementing SIP so far.

4.3.2. School environment domain

School environment domain is the second domain of the School Improvement Programme, which contributes to students’ achievement. Unless there is safe and healthy environment that motivates students to learn and teachers to teach, all efforts targeting at realizing SIP may be fatal. Thus, from the three elements of this domain, eighteen performance indicators of school environment were selected for the study. Details of the findings for the School Environment Domain pertaining to the three respective elements are briefly presented here.

Element 1: Student focus

Analysis of the selected student focus indicators of the school environment domain has shown that the performance of the schools was not encouraging. For instance the average percentage rating score in favour of the five indicators of the element was found to be 45.1% as indicated in Table 12. This shows that there was a lower achievement of the element in the implementation of SIP. That is, the schools need to do much more to accomplish student focus activities.

Element 2: Student empowerment

The average response rate in favour of the three indicators selected from this element was found to be about 70%. This shows that, compared to the achievement in student focus element described above, the schools have performed better in empowering students, such as involving students in School Council, youth parliament and class meetings as well as in providing them with an opportunity to take part in leadership of school clubs.

Element 3: Student support

Although education environment has to be safe, supportive, and welcoming for all students, the schools under this study seem to have performed lower in terms of the ten selected variables setup for this purpose. Because, the average percentage response rate in favour of the indicators of this element was found to be about 36%.

OC: The locations of most of the schools covered by the study (more than 85%) are very close to main roads where there are heavy vehicle and other traffics as well as distractive noise pollution. The figure below illustrates evidence to the inconvenient location of some schools along with students exposed to risks of vehicle accidents and health problems. Building constructions, welding of metals and other distractive activities were also undergoing in many of the schools, making it difficult for students and teachers to conduct peaceful teaching and learning process. Solid waste was also observed very close to some schools and even in side the compound of some of them. These issues require the attention of all stakeholders if we strive for healthy, peaceful and safe education environment.

Students who participated in the focus group discussion and principals have also explained their concern in relation to these types of problems that hinder the learning and teaching process.

In general although improved learning environment would lead to increased student learning and achievement, this has not been the case in Addis Ababa City Administration as observed from the above results.

Leadership and management domain

School leadership and management hold a very important role in the implementation of the School Improvement programme starting from its inception up to its implementation and impact assessment/evaluation. Principals are the key players in this process. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community. In this study 18 performance indicators were selected from the three elements of the domain. Highlights of the findings in this connection are given below.

Element 1: Strategic vision

In connection to this element, results of the study have revealed that school strategic plans are developed as a result of self assessment with about 63% response rate indicating above average performance based on respondents' rating. Alignment of professional appraisal and professional learning with school goals and vision was also observed by about 57% respondents who responded as strongly agree and agree altogether. Availability of values, ethics, guiding principles and purpose of the school and knowledge of these by the whole school community was also confirmed by about 60% of respondents who stated strongly agree and agree to the situation. However, only about 48 percent of the respondents indicated that the effectiveness of teaching and learning in all curricular activities is reviewed regularly.

Element 2: Leadership behaviour

The overall aggregate average response rate of the 12 performance indicators of this element (taking strongly agree and agree together) was found to be about 53%. Indicating a very slight above average achievement based on the opinion of the respondents.

Element 3: School management

Assessing whether human, material and financial resources are managed, aligned and used to support the achievement of high levels of student achievement as well as availability of regular and effective communication with all stakeholders in place were the two performance indicators taken for this element. Accordingly the average response rate for these indicators (taking strongly agree and agree together) was found to be about 45%, indicating a low performance.

Community involvement domain

Most indicators of this domain have no satisfactory response rates in the positive direction.

More specifically, the average response rate for the '*Partnership with Parents and Guardians*' element (taking the aggregate of strongly agree and agree together) was found to be about 39%. For the second element on *engaging the community*, the average response rate was about 49%. In fact this average is relatively higher compared to the other elements because there is one indicator which does not directly measure community involvement, but rather illustrates the school's readiness in putting a fertile ground for community involvement. This variable states as 'There is a school policy which embraces community

involvement' which is the schools' responsibility. This indicates that, even though the schools have policies that welcome community involvement, communities did not show up. The third element on '*Promoting Education*' has an average response rate of about 22% for both strongly agree and agree. When we see into individual indicators of this domain we can observe the following points among others.

The study has revealed that about 87% of the parents do not comment about the children's homework; about 59% of the respondents indicated that there is no active involvement/participation of parents in formal structures such as Parent-Teacher Association and Kebele Education and Training Office. It was also learnt from the analysis (with about 52% response rate) that the schools do not have a commitment to educating and supporting parents and the community, through, for example, literacy programs and information on unsafe/harmful traditional practices. This indicates that community involvement domain, mainly most indicators pertaining to parents and community members are discouraging.

Major achievements

Respondent students, teachers, principals, and experts at higher level management of the education system were asked to indicate if there are achievements in implementing the School Improvement Programme and to indicate the level of importance of the indicators. Results of the response rates to the speculated achievement indicators are presented below.

The aggregated average for all indicators was found to be about 57% taking the options 'strongly agree' and 'agree' together, which is slightly more than average.

With regard to the individual indicators of achievement in implementing SIP, the study revealed that the learning and teaching process has been improved (about 73% response rates favouring it) followed by the introduction of democratic culture among school community (with about 62% response rate) and improvement of the learning and assessment (with 58% response rate) as well as improvement in leadership and management (about 53%) in this order.

Major challenges encountered in SIP implementation

Besides the challenges previously discussed under each domain, other indicators listed below were included in the questionnaire to be rated by respondents.

Consequently, the study has identified the following as the major challenges (among others) in implementing SIP in the schools of the city administration taking the average of both 'strongly agree' and 'agree' options.

1. Lack of school facility,
2. Insufficient budget,
3. Lack of the necessary awareness, attitude and practical involvement as well as support among the community, teachers, and students in SIP implementation,
4. Turnover/shortage of manpower,
5. Lack of trained teachers for special needs education
6. Lack of reward/motivation for those who deserve it,

7. Difficulty in understanding SIP guidelines, and
8. Overcrowded classrooms.

Major prospects

Contrary to the absence of significant expected achievements in implementing SIP indicated earlier, the future prospects are important as per the ratings given by the respondents.

According to the response rates obtained regarding the prospects of the School Improvement Programme; there is a room for improvement. The aggregate average response rate for the seven indicators prepared in this connection was found to be about 79% (taking both strongly agree and agree together).

If we look into the individual indicators, we can find the following in their order of importance:

1. The learning and assessment process can be enhanced and students' achievement can be improved.
2. The quality of learning and teaching process can be enhanced. Efforts can be made to make the curriculum meaningful, inclusive and appropriate to the developmental stage and needs of the students. Teachers' teaching practice can be improved, strong relationship between teachers and students can be ascertained.
3. Democratic culture can be cultivated in the schools.
4. Self evaluation practice can be enhanced in the schools.
5. Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations can be fostered.
6. Effective and efficient school leadership and management can be demonstrated; resource management which supports educational programs and progresses to ensure quality education vis-à-vis the Country's policies and strategies will be ensured.
7. Education Environment can become safe, supportive, and welcoming for all students.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The current study was conducted with the objective of assessing the implementation of the School Improvement Programme (SIP) in Addis Ababa City Administration by way of identifying the achievements so far made, the challenges encountered in the implementation process and the prospects the programme is expected to contribute in the future. To address the problem and the related issues, the study has tried to find answers to the basic questions stated earlier in section one.

With the purpose of finding answers to the basic/research questions and to attain the objectives of the research, 264 students, 234 teachers department heads and principals were selected from nine primary schools, eight lower secondary schools, and seven upper

secondary schools using a multistage stratified random sampling. Seventy experts at higher levels of management of the education system who were directly involved in SIP implementation were also selected to take part in the study as respondents. Interviews were also held with experts at the higher levels of the education management and with principals of the selected schools.

Data collected using questionnaires, focus group discussions and interviews were encoded into a computer package known as SPSS and results were generated. Consequently, the following major findings were obtained vis-à-vis the stated research questions.

- The Teaching and Learning Domain was relatively effective in the sense that the average response rate for all elements in this domain (taking the responses ‘strongly agree’ and ‘agree’ together) was found to be slightly above average (about 62%). Although there are many problems that have to be addressed to achieve the learning and teaching domain in the schools results of the interview obtained from respondent experts and principals were similar to the above.
- The School/Education Environment Domain was not found encouraging with an average response rate of about 44% for both strongly agree and agree. This result was also confirmed through direct observation and interviews with principals.
- The Leadership and Management Domain was also found to have an aggregate average response rate of about 53%, which is very slightly above average. Results from interviews were also found to match with the results of the analysis using linker’s scale.
- The fourth domain which is the Community Involvement Domain was found the worst of the SIP domains with an aggregate average response rate of about 38% (taking responses for both strongly agree and agree together). Principals and students also indicated during interviews and focus group discussions respectively that there is a loose link between the school and parents/community in implementing SIP.
- The average level of SIP implementation in the schools was also found to be the ‘Implementing/Functioning’ stage, a level at which SIP implementation activities are underway. Besides, the current study has identified the achievements made so far, the challenges encountered, and the future prospects in implementing SIP.
- If we look into the indicators of achievement included in the instruments of data collection, the most important achievement made in implementing SIP was that the learning and teaching process has been enhanced (about 73% response rates favouring it as indicated above) followed by the introduction of democratic culture among school community (with about 62% response rate) and improvement of the learning and assessment (with 58% response rate) as well as improvement in leadership and management (about 53%) in this order.
- On the other hand, lack of school facility, insufficient budget, lack of/limited support from the community, lack of awareness among the community, high turnover/shortage of manpower, lack of trained teachers for special needs education, lack of the necessary awareness, attitude and practical involvement in SIP implementation among students, lack of reward for those who deserve it, difficulty in understanding SIP guidelines, overcrowded classless, and lack of the necessary awareness and practical involvement in SIP implementation among teachers, were identified by respondents as challenges in the implementation of SIP.

In relation to the future prospects expected from SIP, respondents indicated the following:

- The learning and assessment process will be enhanced and students' achievement will be improved.
- The quality of learning and teaching process can be enhanced. Efforts can be made to make the curriculum meaningful, inclusive and appropriate to the developmental stage and needs of the students. Teachers' teaching practice will be improved, strong relationship between teachers and students will be ascertained.
- Democratic culture can be cultivated in the schools.
- Self evaluation practice can be enhanced in the schools.
- Partnership of the school with parents/guardians, the community and external organizations will be fostered.
- Effective and efficient school leadership and management can be demonstrated; resource management which supports educational programs and progresses to ensure quality education vis-à-vis the Country's policies and strategies will be ensured.
- Education Environment will become safe, supportive, and welcoming for all students.

Conclusion

The current study has attempted to assess the extent of implementation of the School Improvement Programme (SIP) in Addis Ababa City Administration; by taking selected performance indicators from the four SIP domains and their respective elements. Emphasis was also given to the achievements made so far, challenges encountered in the process and the prospects it may bring in the future. The following conclusions have been drawn from the results of the analysis related to the basic questions of the study.

Preparatory stage: As a good beginning can be a means to a successful end, the preparatory stage serves as a foundation and takeoff for SIP implementation. According to results of the current study, although preparations were made in terms of availing human resources for SIP implementation, preparation of a three years strategic plan and yearly action plan, the preparation made in terms of financial and material resources was not adequate. This might have contributed as an impediment to the success of the programme in the city administration.

- **Implementation stage:** In connection with the implementation stage/process of SIP, the following conclusions have been sketched vis-à-vis the selected indicators of the four domains.
- **Domain 1. Learning and teaching process:** This domain was examined in terms of its three elements, namely: quality of teaching, learning and assessment, and curriculum. Accordingly, the achievement of SIP in Addis Ababa City Administration in this connection (with an aggregate average response rate favouring its success of 63%) can be said that it is relatively fair compared to the other domains. This shows that the extent of teaching and learning process has been to some extent successful in terms of the quality of teaching as well as in terms of learning and assessment with average response rates of about 68% and 58% respectively in favour of achievement. However, at present, there are no up-to-date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods. Similarly, Curriculum materials (syllabus,

textbooks, and teachers' guides) are not evaluated by teachers for appropriateness to the needs and developmental stages of students as well as for inclusiveness. In addition, the curriculum materials are not evaluated by teachers to ensure that they are relevant to the objective reality (context) of the areas.

- **Domain 2. School environment:** Safe and healthy school environment contributes a great deal in delivering quality education. Although students are empowered in the sense that the schools have promoted the participation of students in school decision making; (e.g. school council, youth parliament and class meetings); the schools have provided students with the opportunity to participate in leadership programmes; (e.g. taking part in the leadership of school clubs); reproductive health and relationship issues are made part of the school programme for all year levels; the study has revealed that the achievement of the schools in this domain as a whole is very low at 44% response rate in favour of success. This indicates that the existing school environment in the City Administration is poor.
- **Domain 3. Leadership and management:** The schools have achieved slightly above average in the *Strategic Vision and Leadership Elements*, but below average in *School Management Element*. This shows that the overall existing school leadership and management in the schools is not encouraging.
- **Domain 4. Community involvement:** The extent of community involvement in the schools is at a very discouraging level, indicating that there is a wide gap between the community/parents and the schools.
- There is evidence that plans and strategies as well as systems are in place (in the schools), indicating that the current level of SIP implementation in the schools is the *Implementing/Functioning stage*. But since this is the third year of implementation they should have been at the "Imbedded level" where, strategies are well rooted and evidence of sustained school improvement is ensured.
- Lack of school facility; insufficient budget; lack of the necessary awareness, attitude and practical involvement as well as support among the community, students, and teachers; high turnover/shortage of teaching staff; lack of clarity of SIP guidelines; and overcrowded classes are some of the challenges in implementing the School Improvement Programme in the City Administration.
- The writer of this paper is also of the position that there are no integrated efforts of all stakeholders in the implementation process. This indicates that the School Improvement Programme has become a well articulated programme in the documents, but is not as fruitful as it was expected on the ground. The general conclusion that can be arrived from the analysis of the data relating to the selected indicators is that the programme is in its third year implementation period, yet most of the schools are at their implementation stage and significant landmarks/improvements were not observed so far in all domains (with an aggregate average response rate of about 45% in favor of achieving the selected performance indicators of the four domains & respective elements of the programme); the most discouraging being the school/education environment and community involvement domains.
- The last point in this conclusion is that if mechanisms are in place for successful participatory planning, monitoring and evaluation, the writer is highly optimistic that the programme will bring a radical change in the quality of the general of education.

RECOMMENDATIONS

It is holistically and by inclusive response that the challenge of enhancing the level of student learning and achievement can be met. Thus, on the basis of the results of the current study, the following recommendations are forwarded for the successful implementation of the School Improvement Program :-

1. Successful Schools are dynamic places with high expectations for everyone. Planning, implementation, monitoring and evaluation of School Improvement Program also requires joint commitment and involvement of the principal, staff, school council/SIP Committee parents, and other community members. Thus, unreserved efforts have to be made by the different levels of education management, including the school itself, to raise awareness among parents and community members so that the existing loose link between schools and parents/community can be strengthened. To this end, principals should explain the school improvement process and its benefits to students, staff, SIP committee, parents and other community members regularly.
2. Mechanisms such as disposal of wastes near the schools, relocation of schools away from the main road (through time), etc, have to be devised by the school management, kebele education offices, sub-city education offices, the city administration education bureau and by the Federal Ministry of Education as well as by other donors and stakeholders to make the school/education environment safe and conducive for learning and teaching.
3. Adequate resources such as human, financial and material resources have to be allocated by the government for the implementation of the programme.
4. The Government has to train adequate number of teachers and principals who can implement the programme at the school level as well as teachers who can handle special needs education. This can prevent the high turn over of staff observed in the current study.
5. The curriculum has to be evaluated by teachers and by other educators so as to cope with the developmental stage of the learners and with the dynamic contexts undergoing globally and locally.
6. Parent and student surveys have to be conducted by the school community, experts at higher levels of the education management, as well as by other stakeholders and interested researchers as regularly as possible, so that feedback of the implementation process can be gathered for improvement.
7. Similar and full-scale comprehensive researches have to be conducted in the area so that strengths can be retained and weaknesses can be corrected before wastage of resources occurs.

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