

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF COMMUNITY
BASED SCHOOL FUNCTIONS: THE CASE OF
GEDEO ZONE**

By

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**ASSESSMENT OF COMMUNITY BASED SCHOOL
FUNCTIONS: THE CASE OF
GEDEO ZONE**

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I, the undersigned, declare that this thesis is my work and that all
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Abbreviations

1. CSAP-- Community School Activity Program.
2. EPRDF-- Ethiopian Peoples Revolutionary Democratic Front.
3. NGO-- Non-Government Organization.
4. SNNPR--Southern Nations Nationalities and Peoples Region.
5. SDA--School Development Agent.
6. USAID-- United States Agency for International Development.
7. WLI-- World Learning Incorporated.

ASSESSMENT OF COMMUNITY BASED SCHOOL

FUNCTIONS: THE CASE OF GEDEO ZONE

By BERHANU HORDOFA

ABSTARCT

Assessment of Community based schools functions, the case of Gedeo zone, assesses and evaluates the community school activity program. The program has been launched in Gedeo Zone since 1990 E.C. Since the program started 70 primary schools are assisted by this program.

The objective of this assessment is the poor educational condition in Gedeo zone and the intention of knowing how far the Community School Activity Program has been implemented

A research has been designed to collect adequate data on major areas of the assessment: Working directly with the community schools and the education system, increasing girl's participation in education, capacity building process, providing school improvement money and sustainability.

The assessment process has been done by developing questionnaire; interviews, document inspection and school observation instruments. On these process headmasters, teachers, educational officials, experts and supervisors filled questionnaires, School managing committee and pupils were interviewed, school documents were inspected and the whole school condition was observed.

The organization of this study consists five chapters. Chapter one treats background of the problem, statement of the problem, research questions, significance of the study, delimitation of the study and operational definition of terms.

Chapter two deals with the review of the related literatures, chapter three with research design and methodology, chapter four with data analysis and interpretation and chapter five with summary, conclusions and recommendations.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the problem

Gedeo Zone is one of the thirteen zones in the Southern Nations Nationalities and Peoples Region (SNNPRG). This zone is bordered by Oromiya region from the east, west and south and from Sidama zone from the north. The majority of Gedeo people live in Gedeo Zone. Today the population of Gedeo people is approximately more than a million and occupy in the zone more than 1200 square kilometers. This land is situated along the upper reaches of the rift valley to the east of Lake Abaya (known locally as Gidicho).

Even though the population of Gedeo people has reached more than a million in the zone and the neighboring Oromiya Region, the number of educated people compared to the population in education is insignificant. Even those who start schooling soon drop out and go to the traditional farming. When the student's population, female participation in education, government workers, educated business men etc. is seen with modern education influence their number is very few in Gedeo Zone itself.

According to the educational Statistics Annual Abstract of 1991 E.C of Southern Nations Nationalities and Peoples Region Education Bureau, there are 125 primary schools in Gedeo zone. When the schools conditions are seen in the zone, out of 125 primary school 29 primary schools are highly damaged, 61 primary schools need rehabilitation and 35 primary schools are in better condition. Not only school conditions, even if we go also through the whole education system in the zone:

- The apparent intake rate of pupils is 26.8%
- The gross enrollment ratio of pupils is 24.7%
- Promotion rate for grade 1-4 is 73.5%
- Repetition " " " " " 30.2%
- Dropout " " " " " 21.6
- Textbook student ratio – 1:3

School facilities – classrooms, workshops, handcrafts, laboratories, pedagogic-center, library, hall, store, lounge, water, latrine and clinic were not in encouraging conditions. Totally the education system in the zone was in a very low level compared to the thirteen zones and eight special woredas in Southern Nations Nationalities and Peoples Region (SNNPR).

According to an unpublished World Learning Incorporated document (2000) the World Learning Incorporated/Community School Activity Program in agreement with the Ministry of Education and the Regional Education Bureau, has contracted to carry out a project of support to disadvantaged, primary schools in the Southern Nations Nationalities and Peoples Region (SNNPR), Ethiopia.

Under the BESO (Basic Education System Overhaul) program, USAID/ Ethiopia has provided funds in bi-lateral agreement to the Government of Ethiopia to reform education at a system level and to improve individual schools at a local level. Specifically, USAID/ Ethiopia signed agreements with the Ministry of Education and with Regional Education Bureaus in the north (Tigray) and in the south (SNNPR) to implement a community school grants program. World Learning Incorporated was contracted to implement the school grants program in SNNPR using the local title known as Community School Activity Program. Its contract termination date is December 2001 and it has been in operation since March 1997 with 30 pilot schools in three zones: Gedeo, Sidama and Kembata- Alaba- Tembaro (KAT) Zones, in

consultation with the Regional Education Bureau. World Learning Incorporated/Community School Activity Program /WLI/CSAP/ is used to develop a comprehensive and realistic Annual Implementation plan which is always being approved by the Regional Education Bureau and by the Regional Council, SNNPR. The project is currently assisting 617 primary schools in the Region and out of these 60 schools are found in Gedeo zone. This study is therefore initiated by the poor educational condition in the zone and with the intention of knowing how far the Community School Activity Program has been implemented.

1.2 Statement of the problem

According to the unpublished World Learning Incorporated document (2000) World Learning Incorporated/Community School Activity Program, as its main goal, contributes to the first supporting objective of improving quality and equity of primary school environment through continuing and sustainable community involvement, and more specifically, to achieve the following supporting objectives.

- Stimulate greater parental and community involvement in primary school improvements
- To provide resources (technical support and incentive) directly to schools and communities.
- To develop and implement strategies to improve the school environment.
- To increase participation of both girls and boys, with particular attention to girls; and in this regard, WLI/ CSAP wishes to measure the degree to which community participation does have an impact on attracting girls to school

and keeping them learning for a successful completion with good academic achievement.

- To bring about qualitative results in education by working with Regional Education Bureau, Zone councils and Education Departments, Woreda councils and Woreda Education Offices, School committees, Headmasters, teachers and other government institutions affiliated to education to run the program when the project phases out.
- To develop an interdependent relationship between the community and the local school by establishing the school committee as an institution which begins and sustains the school improvement program over time and
- To disseminate the results of the progress made by school committees to other nearby schools and interested bodies. In line with this, the project hopes to initiate policy discussions among various groups to further study the value of broad and deeper community participation in making educational improvements to local schools.

Therefore, the purpose of this study is to assess and evaluate the community based school functions in light of the Community School Activity Program (CSAP/BESO Project).

1.3 Research Questions

Regarding the purpose of the study, the following research questions were entertained in this study:

1. What improvements have been brought by the community- based schools in the education system of the zone and girls participation in education?
2. What were the major problems that were encountered during the implementation of Community School Activity Program?
3. How was the fund given to the schools were utilized and what supports were given to the schools by the community?
4. What were the major roles played by educational officials, experts, supervisors and school managing committees to implement the Community School Activity Program?
5. What opinions did headmasters, teachers', pupils and school managing committees reflect about Community School Activity Program?

1.4 Significance of the study

In the process of curriculum implementation almost all curriculum innovations involve organizational change, particularly, changes in the role relations of organizational members. It is also suggested that this organizational change would be the most difficult to measure. So, to assess and evaluate the implementation of community based school functions will help to find evidences for the purpose of community based school functions and to improve its functions. This study was important because of the following reasons:

1. The study assesses and evaluates the implementation of the community based school functions and reveals the shortcomings and the contribution

made by the program. This will also help to improve the community based school functions. The improvement of the schools will influence other schools that were not incorporated in the project and bring the total improvement of educational system in Gedeo zone.

2. Since no such studies have been made on community based schools (Community School Activity Program) functions, this study shall pave the way for those who are interested to make further studies on such fields.

1.5 Delimitation of the study

The scope of the study is limited to Gedeo Zone in the Southern Nations, Nationalities and Peoples Region (SNNPR). In the study government schools incorporated in the community based schools system were considered. And the study does not include non-government schools in the zone.

1.6 Operational definition of terms

1. Community-Based Schools _ Refers to Community School Activity Program incorporated schools
2. Community – the people living in one place, district or country consider whole
3. Based – Established in the specified place or way.
4. School – Is an institution or an organization set up to carry on teaching and learning process, that is, organized bringing up of a generation.
5. Function – Special activity or purpose of a person or thing or the responsibility, duties and obligation imposed on the school by the people who have established and who maintain it.
6. Innovation – process of innovating, new teaching, idea etc.

7. Implementation– Is the process of putting something in to effect, the process of carrying something out

7. Assessment – Is an activity designed to show what a person knows or can do

9. Evaluation As Tyler (1949) Defined it the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction (105- 106)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Functions of a School

Different scholars describe functions of schools in different ways.

As Saylor (1963) describes, by “functions of schools, we mean the responsibilities, duties, and obligations imposed on the school by the people who have established and who maintain it”. According to Saylor (1963) the principal functions of school are:

1. To provide schooling for all youth will enable each person to attain the fullest possible development of his/her potentialities in socially approved ways.
2. To assist each pupil in identifying his/her potentialities, talents, and capabilities.
3. To conserve and transmit knowledge.
4. To inculcate the beliefs, values, traditions and aspirations of the social group.
5. To help the young to live more effectively the good life, as envisioned by the community.

The above statement of Saylor indicates that a school has the functions of developing individual's potentialities and identification of it. Conservation and transmission of knowledge, through inculcation of beliefs, values, traditions and aspirations, to help the young to live a better life.

According to Myers and Williams (1954)”, five important considerations enter into a clear understanding of the function of the school. There is almost universal acceptance of the notion that whatever society needs to have been done; it is the business of the school to help do it”. So, the school has the following functions:

- a. It is the business of the school to do what other agencies have left undone.

- b. It should be noted that the school's program provides a short cut to goals that would ultimately be reached by most individuals.
- c. The school's program is more economical. It actually costs less in the aggregate to organize the situation and provide a minimum education for all the children than for each family to provide tutors and materials of instruction.
- d. The school 's program is more effective. A final argument in favor of delegating society's educational problems to the school is that the schools can do the educating more effectively.

This indicates that the school has the function of doing what the society needs to be done based on the societies needs. Similarly, when some other agencies leave what the society needs to be done, it is the function of the school to do it. The other functions of the school are the preparation of economical program, that is, goal oriented and more effective.

Again Holmes & Wynne (1989), state “the functions of schooling as follows: There appear to be four major distinguishable functions that are unlikely to be disputed”. They are:

- 1. The distribution of young people among very different futures.
- 2. Introduction of some or most young people to the basic disciplines of knowledge.
- 3. The provision of basic skills in reading, writing and number.
- 4. The provision of custody for young people usually between the ages of five and sixteen. Frequently up to the age of eighteen. Schools explicitly recognize the custodial function by punishing students for failing to attend school without a legitimate reason for absence, for skipping classes, for leaving early.

These functions of schooling described by Holmes & Wynne shows that the school has the functions of distributing young people among different futures, introduction of basic disciplines, provision of basic skills of reading and writing and custody for young people.

Therefore, As to Saylor (1963), Holmes and Wynne (1989) and Meyers and Williams (1954) the schools have the functions of developing individual's potentialities and identification of it, conservation and transmission of knowledge through inculcation of beliefs, values, traditions and aspirations to help the young to live a better life. The school has also the function of doing what the society needs to be done based on the societies needs. Similarly, to do what other agencies leave undone when the society needs to be done and to prepare economical program, that is, goal oriented and more effective. At last the school have the functions of distributing young people among different futures, introduction of basic disciplines, provision of basic skills of reading, writing and number and provision of custody for young people usually between the ages of five and sixteen.

2. 2 School and Community

A community is a bounded environment, which pursuits through time. Its inhabitants share important common goals, and such commonality is reinforced by aesthetic and intellectual appeal. If the community comprises substantial numbers of people, it must also include vital sub communities, which replicate the central characteristics of the larger community. The sub communities and the community maintain mutually supportive relationships among and between one another (Holmes and Wynne 1989).

The entire school territory (community) is involved in the process of education. A high - performing school requires broad- based community support, and support will come from communities that are well informed and well engaged in the educative processes that go on in the school. This doesn't happen automatically.

Communication between parents and other citizens, business, health and social care agencies, and students are essential and is the glue that binds. The learning community together, establishing good communication processes is an essential task of the principal. It is not easy, communities are diverse, attitudes vary, and formal and informal forces vie for attention and make demands on the school that are often contradictory and at cross - purposes. The territory is complex and so must be the school - community public relations program.

Schools do not exist apart from the society to be served. They get their support from the " outside" world, and those who make policy and those who permit policy to be made reside in the outside world. Inevitably and inexorably, individuals and groups attempt to establish policies and procedures in the school that are consistent with- indeed generative and supportive of their values, beliefs and ideals.

The term community has been corrupted to simply mean groups of people living in close proximity and served by many of the same social and governmental agencies.

2.2.1 The School in the Community

As to Holmes and Wynne (1989) There is ideological unity in a "real" community. A real community is a community that reflects well understood belief structures and values, is relatively independent from other communities, that is, has a common bonding, and is made up of individuals who manifest a personal sense of identity with the community that is eternal and true for all other members.

The school is the closest community agency to residents, in both a literal and figurative sense. In geographic proximity, the school is " first around the corner" and often becomes the first line of communication with the area served.

2.2.2 Informal Community Forces

Informal power refers to the ability of various individuals or groups to get certain things done in the community in a way that is satisfying to the individual or group. It may refer to individuals who are at or near the top of their respective social or occupational hierarchies. It may also refer to groups that are composed of, or individuals, who represent, members of various special - interest groups, and who, on any given issue, mobilize substantial portions of the population to respond in a particular way.

2.2.3 Neighborhood Influence Systems

As community has become more and more complex and sources have become diffused, neighborhood influence systems have become increasingly important. Such influence systems often reflect racial, ethnic, religious or economic homogeneity.

Neighborhood influence systems may be especially important in the principal's sphere of interaction. We noted earlier that the individual school building remains, in most places, the closest community agency, certainly in terms of geographic proximity. Thus it is handy, if nothing else, to members of the immediate neighborhood who have opinions to express. However, school personnel, and especially the principal, are also in an excellent position to feel the pulse of the surrounding area, and to interact directly with that group. Individual schools need to develop effective mechanisms to receive information from, and to dispense information to, neighborhood leadership.

2.2.4 Community Groups

The most intense memberships are held in groups that can be classified as blot und body. These are groups with kinship and territorial bonds rooted in certain ethnic, racial, or historical ties.

A common language, a common dietary, a common neighborhood, common experience with outsiders, a common history, make people feel more comfortable with one another, more at ease. They understand one another; they get one another's messages. They feel they can count one another for support, they constitute an in-group; everyone else is an out-group.

2.2.5 Pressure Groups

Pressure groups can be distinguished from the usual community decision - making systems because of the relatively short - lived nature of their activities and their tendency to form and reform around issues or causes. Often, a group will form because of a specific decision made by the school leadership, which is perceived to have an impact on certain group's life space or belief system. But a pressure group may also be composed of parents, which are going persuasively for something.

2.2.6 Negotiating with Pressure Groups

From time to time, all school administration, will be confronted with requests from organized groups of people who represent a particular point of view about a school related issue. Frequently, such pressure groups begin their inquires at the school level in the principal's office. The issues may run the gamut, from complaints about teachers, textbooks, or specific course of study to alleged institutional racism and demands for more equitable staffing or pupil assignment decisions. These are often

legitimate concerns, but legitimate or not, they must always be dealt with sensitively and sensibly.

2.2.7. Working with other Community Agencies

Many community agencies and organizations in addition to schools have or could have an impact on the quality of children's lives. The school principal is in an uncommonly good position to coordinate the efforts of these agencies.

It often happens that the principal serves in that role any way because the elementary school is most often the closest social agency available to patrons. And, patrons look to their families well-being. The closeness of the school is for many as much a matter of psychological proximity as it is a physical proximity. Many community members look to the school for help in matters neither of the school's doing nor jurisdiction simply because they know of no other place to turn.

The greatest opportunity to influence and persuade, and to hear and feel the community pulse, occurs in the more intimate and often face-to-face settings likely to occur at the building level.

Holmes and Wynne (1989) conclude that the School-community communication endeavors may take several forms, any one of which has limitations. A high-quality, school-community relations program will make use of variety of media and an alert principal will tailor the particular message to be conveyed to the appropriate medium like print and electronic media, mass media, district policy considerations, school news item file, news letters and bulletins, report cards, and the fog index.

2.3. Community Participation For Educational Change

About community participation in educational change different institutions and different scholars have forwarded different opinions.

According to International Institute For Capacity Building in Africa News letter (2000 vol. 2, No.4) "introducing new educational changes in school, like any other changes, requires the active participation of the stakeholders. The community, as the main stakeholder, contributes many things, which range from providing money, labor and materials to managing schools and decision-making".

Despite such emphasis on community participation, experts in the field put weight among other things, on two prerequisites for involving members of the community to initiate and enhance education changes. The first has to do with the need to have shared meaning about "what educational change is for, what it is and how it proceeds." Experts stress that members of the community must believe that the intended change is for achieving an agreed common goal, and then they may be ready to adapt new practices and can become functional. The second prerequisite is to believe that the "proof is in pudding." In this regard, members of the community should commit themselves to realizing the intended changes. Most communities, which clearly conceptualize the meaning of change and use appropriate implementation strategies, have succeeded in introducing new educational practices to their societies. In this regard, the successes of the Bangladesh Rural Advancement Committee (BRAC) schools; the multi-grade teaching of "Escuela Nueva" (New School) in Columbia and later in Guatemala; Zimbabwe's Community based schools which involved Para-professionals as teachers; similar programs were effective in Guinea, Mali, Zambia, Nigria and Egypt.

This indicates that nowadays community involvement in educational change by providing money, labour and material for community based schools has brought improvements to schools. Experts in the field also strengthen this by the prerequisites they put. That is, what educational change is for, what it is, how it proceeds and proof is in the pudding. The participation of the community in educational change has shown good results around the world in different countries.

As to Almaz (2000) "the interest in girls education and the body of knowledge that has been accumulated on the many factors that hinder girls' enrollment, persistence and achievement and advancement in school has been extensively documented in African countries within the last ten years. However there are still important gaps in our knowledge base; in particular, knowledge about the community level structures and practices that operate against girls' education and methods of invoking and transforming these in ways that will enable females to learn, achieve, earn a living and participate in the society on an equal basis with male".

This shows that there are factors that hinder girls' enrollment, persistence and achievement and advancement in schools. So, a mechanism has to be created to enable females to learn, achieve, earn a living and participate in society on an equal basis with male.

Marew (2000) about fostering sustainable community - school partnership concludes that "community - school partnership can be effective and productive; the paths to achieving such successes have been found to be very thorny. The obstacles for any kind of partnership ranges from expressing willingness to sit together to talk about common problems to financing and managing projects. The literatures on community - school partnership, however, reveal that projects which have commonly agreed upon relevant objectives, implementation strategies, monitoring system and a clear understanding of the local situation have proved to be beneficial to both partners, sustainable and replicable".

This indicates that community -school partnership can be effective and productive if the projects designed do have relevant objectives, implementation strategies, monitoring system and a clear understanding of the local situation.

CHAPTER THREE

3.1 RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to assess and evaluate the community based school functions in implementing the New Education and Training Policy and discovers the problems encountered during the process of implementation in order to pave the way for those schools that will follow this process of this school system for the future. Therefore, the research method that was employed is the descriptive survey method. As to Kane(1995) descriptive survey method is easy to quantify and summarize results and well suited for studying attitudes.

3.2 Subject and sampling Techniques

The data sources of this study were the Gedeo zone education department. Woredas education offices and school committee members, government officials, experts supervisors and others who have enriched the study. At school level principals, teachers, students and those cited by the School to share their educational experiences were the data sources. At last those educational documents that helped the study were the data sources. For this study 11 educational officials, 10 experts and supervisors, 8 headmasters, 40 teachers, 40 students and 56 School Managing Committee members were sampled.

The focus of the study was the first cycle of primary schools in Gedeo zone of SNNPR. Gedeo zone has four Woredas. These Woredas are situated in different climatic regions and the Gedeo people who live in this Woredas have a bit different practices in thei

living conditions. In order to make the study reliable and not to miss factors that would enrich the study non-probability sampling technique, especially the quota sampling system was employed.

According to Kane (1995) in “non- probability sampling technique some people have no opportunity to be included and quota sampling is not a probability sample and is like stratified random sampling, in that it allows you to make certain that groups you think are important are not omitted”.

This indicates that non-probability sampling technique specially the quota sampling system allows making oneself certain that groups of people who are important for the study will not be omitted. So, for this study in order not to miss certain important groups of people non- probability sampling technique specially the quota sampling system was used.

According to the educational statistics annual abstract (SNNPR,1991E.C), there are 125 primary schools in Gedeo zone. Out of these 125 primary schools 58 primary schools are incorporated in CSAP / BESO Project. This project mobilizes community-based schools in all four Woredas of the zone. So, the following primary schools from each Woredas are sampled from the schools that are incorporated in Community School Activity Program/ BESO project.

1. From Wanago –2primary schools – Balebukisa and Tuniticha
 2. From Blue - 2 primary schools – Suko and wochama
 3. From Yirgachefe- 2 primary schools – Adame and konga
 4. From Kochore – 2 primary schools – Debandibe and Kochor
- Totally 8 primary schools

5.2 Data Collection Instruments

To collect adequate information to the study three types of data collection tools were employed

- Questionnaire
- Observation
- Interview

Questionnaire

Questionnaire was prepared to zone and Woreda officials, experts and supervisors, school headmasters, and teachers. The questionnaire focused on: Teachers, students, School Managing Committee situation, capacity building process, mechanisms of monitoring of Community School Activity Program, school problems and problems encountered in the program implementation, Professional and technical assistance, preparing school plan, girl's participation on teaching learning process, utilization of the granted money, contribution of the community to the improvement of the schools, school facilities, teaching - learning process, on the opinion about the Community School Activity Program and in the programs sustainability.

These questionnaires were developed based on the World Learning Incorporated/Community School Activity Program objectives.

Observation

There was one item prepared for community - based schools observation (Community School Activity Program incorporated schools). This item focuses on the degree of interaction of the school community, method of management, existence of conducive teaching learning atmosphere handling of teaching process, the improvement made in the school, the attitude and community participation for the school improvement (see appendix E).

Interview

Interview questions were prepared to students, to the members of the school managing committees and to those who were cited by the school to share their experiences in implementing the program. The interview questions focused on:

Teaching learning process, community participation to school improvement, opinions about the Community School Activity Program, monitoring of the program, school problems, mobilization of the community, preparation of the school plan, controlling and utilization of the resources and money, producing reports, Participation of girls teaching learning process, general school improvement, problems encountered in implementing the Community School Activity Program and the sustainability of the program. The interviews were both close and open ended (see appendix C and D).

3.4. Method of data analysis

Data analysis was done by using qualitative techniques. According to Kane (1995) analysis of data involves getting information, organizing it in various ways to help you to see patterns and relationships, deciding what you have got and satisfying yourself and others that you have found what you think you have.

This indicates getting and organizing information, deciding based on the information gathered and satisfying oneself and others with what have been found. So, based on the responses given by the students, teachers, headmasters, school managing committee members, educational officials, experts and supervisors in comparison with previous school conditions and analyzing the data a conclusion and recommendation was drawn. The document analysis was made based on the inspection form and the schools were observed based on the items prepared for community based schools observation instrument (see appendix A- H).

Before the questionnaire distributed, observation was made and interviews were administered it was pilot tested on two selected schools, Dabo primary school in Kochore Woreda and Tutiti primary school in Yirgachefe Woreda. During the pilot test comments from educational officials, experts and supervisors of Zone and Woreda were collected. With the comments given by educational officials, experts and supervisors, school headmasters and teachers questionnaires were improved. Similarly, the interview questions, the items prepared for school observation and the document inspection format was also improved (see appendix K).

For the actual research 11 questionnaires for educational officials, 10 for experts and supervisors, 8 for headmasters and 40 for teachers were distributed. Out of these distributed questionnaires 9 educational officials, 9 experts and supervisors, 8 headmasters and 33 teachers

responded the questionnaires. 40 students and 42 School Managing Committee members were interviewed and 8 items prepared for school observation were filled and inspected.

According to Tyler (1949) "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction" (105-106).

Here the emphasis is on the appraisal of a program or project rather than of an individual. There is also an emphasis on outcomes, though this is not essential aspect of program evaluation.

According to World Learning Incorporated document (200)

'the objective of Community School Activity Program is improving quality and equity of primary school environment through continuing and sustainable community involvement'.

Based on this objective a questionnaire was prepared to Zone education department and Woreda education office officials, experts and supervisors, school headmasters and teachers. The researcher and his assistant administered the questionnaires. The questionnaires were based on teachers, students and school managing situations, school facilities, capacity building process, teaching learning process, mechanism of monitoring, problems of schools, professional and technical assistance, school plan, girls participation in education, utilization of the granted money, contribution of the community to school improvement, opinions about the community school activity program, problems encountered and in the program's sustainability (see appendix A,B,G and H).

Observation was made by the researcher and his assistant whenever they visited the sampled schools by using items prepared for community based schools (community school activity program incorporated schools). Observation items have five indicators: excellent, very good, good, not bad and bad. All schools were observed once (see appendix -E).

Document analysis was made based on the inspection form and six head masters filled the number of pupils attending the schools and lesson plans of teachers of eight schools by taking sample were seen by the researcher (see appendix -F).

Interviews were made to 40 students and 42 school managing committee members. these interviews focused on teaching learning processes, community participation, opinions about the community school activity program, monitoring of the program, school problems, mobilization of the community, preparation of the school plan, controlling and utilization of the resources and money, producing reports, participation of girls in teaching learning process, general school improvement, problems encountered in implementing the community school activity program and sustainability of the program (see appendix C and D). This data was tabulated, analyzed and interpreted in Dilla from March 1-20, 2001.

CHAPTER FOUR

4.1 DATA ANALYSIS AND INTERPRETATION

In this chapter the data collected from different forms of respondents by questionnaires, interviews, observation and document inspection will be analyzed and interpreted.

4.2. Characteristics of Respondents

As it was indicated in chapter three in subjects and sampling procedure, the data sources of this study is Gedeo Zone education department, Woredas education offices and school managing committee members, government officials, experts, supervisors, principals, teachers and pupils. These are the main implementers of the community school activity program. So the assessment focuses on them. The experience they gained by implementing the program, the capacity they built and the

problems they encountered will have a significant effect on community based schools functions, To discover these and analyze it, the data collection process focused on the above mentioned personalities.

4.2.1. School Headmasters

On the sampled eight community based schools eight Teacher Training Institute graduated headmasters are running the schools management system. Out of these eight headmasters four have participated in the training program of Community School Activity Program, two have participated in workshops and the other two have no Participation in training, workshops, educational tour and exposure visits prepared by the community school activity program. Headmasters who have participated in capacity building process appreciate the program and those who have not participated in the process consider themselves as if they do not know the program.

4.2.2. Teachers

All teachers who are teaching in the community-based schools are Teacher Training Institute graduates. The New Education and Training policy recommends this for the first cycle of primary education.

Table 1- Number of Teachers in the eight sampled Schools by sex, pupil/Teacher and pupil/section ratio.

NO	School Name	No of Teachers			P/T	P/S
		M	F	T		
1	Suko	3	3	6	54	65
2	Wochama	20	1	21	52	110
3	Dibandibe	5	2	7	125	125
4	Kochore	32	12	44	49	98
5	Balebukisa	21	8	29	66	96
6	Tumticha	7	2	9	112	100
7	Adame	13	3	16	50	67
8	Konga	7	4	11	76	83
9	Total	98	35	133	73	91.75

Table 2- Number of pupils enrolled in community based schools by sex and section

School Name	Section	Enrollment			P/t	P/S	
		M	F	T	%Fem		
Suko	5	277	49	326	15	54	65
Wochama	10	892	207	1099	19	52	100
Dibandibe	7	693	185	878	21	125	125
kochore	22	1647	506	2153	24	49	98
Balebukisa	20	1396	519	1915	27	66	96
Tumticha	10	712	292	1004	29	112	100
Adame	12	510	296	806	37	50	67
Konga	10	618	214	832	26	76	83
Total	96	6745	2268	9013	24.75	73	91.75
Zone	888	57320	21513	7883	27	55	89

The above table indicates the enrollment ratio and Girl's participation in community-based schools. When we compare girls participation with that of zone's it is even less than the zone's total participation rate of girls. Because the community based

schools average participation rate is 24.75% and the Zone's average participation rate is 27%.

Similarly when we come to pupil/teacher ratio and pupil/section ratio, the average ratio of these schools pupil/teacher is 73 and pupil/section 91.75. The zone's average

pupil/teacher ratio is 55 and pupil section ratio is 89. This shows that community based schools should work more to improve such conditions and to come to the average level of the zone, girls participation, pupil/teacher ratio and pupil/section ratio. The total number of students who are enrolled in these schools are 6745 male and 2268 female total 9013 students.

4.2.3 Teaching Learning process

According to the responses given by the pupils to the question are your teachers teaching well during their periods? All pupils replied yes. This implies that teachers in these schools are trying their best to fulfill their task. Similarly when a question was raised to school management committee that says, what improvement have been observed in teaching learning process in the school since the beginning of the community school activity program? The responses given were the following:

- Many improvements have been observed in teacher's punctuality.
- Students number has increased more than before
- Girls participation rate is increased
- Repeaters number were minimized
- Totally the teaching learning process is improved more than before
- Teachers are preparing teaching aids in school pedagogic center
- Student - Centered teaching -learning method was applied.
- Classrooms were improved to teaching and learning process
- School furniture's and facilities were improved
- Classroom walls were painted and looked attractive to students

- Teachers are teaching properly and students are learning in a disciplined way
- The teaching learning process is improved by the training given to teachers who were hired without training
- Teachers are teaching well because the school pedagogic center and library have been established.
- Students are learning in better classrooms and are attending their lessons well.

This shows that the teaching learning process is in a better position.

4.4. Girls participation in the teaching learning process

According to the unpublished World Learning Incorporated document (2000), World Learning Incorporated/United States Agency for International Development/Basic Education System Overhaul project (WLI/CSAP) is working with the relevant government agencies at all levels, communities and teachers to address gender issues that are against increased girls' access to primary education and women's participation in initiatives of improving the quality of education. Based on this for the question are girls of the community participating well in the teaching learning process? The responses given by headmasters were, girls of the community are participating well in the teaching learning process and the community is sending girls to school. This happened by the effort made by explaining the advantage of girl's education in church ceremonies, Kebele meetings and in any occasion of public meetings to the community. But some headmasters responded that girls of the community are not participating well in the teaching learning process. According to them, the reason for this is that the community does not have enough knowledge about girl's education. They also pointed out that the community needs mobilization and this should not be neglected.

For most of the teachers the participation of girls in the teaching learning process is not satisfactory. They gave the following reasons for this low participation:

- The community's cultural problem
- The community is not well informed about the participation of girls
- The community wants girls to work at home
- The community does not encourage girls to learn
- The belief that imposes girls after being educated they won't work equally with boys.
- The community does not have enough knowledge about advantage of girls education
- The community undermines girl's education
- Economic problem and fear of abduction
- Girls prefer early marriage
- Lack of understanding of educational value.

The above reasons given by the teachers for unsatisfactory participation of girls in the teaching learning process stress on cultural problem, lack of knowledge of girl's education, the need of girls labor at home, undermining of girls education, fear of abduction preference of early marriage and Lack of understanding of educational value. These concepts that hinder girls education has to be changed.

On the other hand, other teachers responded that the participation of girls in the teaching learning process is satisfactory.

The school managing committee on their side replied that they encourage girls' participation in the teaching learning process:

- By calling Kebele meetings and explaining the advantage of girls education
- By using public ceremonies in churches, Idir, and any ceremonial occasion and explaining to the community to send their daughters to school.
- By calling parents meetings in the school and explaining the advantage of girls education
- By calling and discussing with student girls the advantage of girls education

- By making a campaign to encourage parents to send their daughters to school
- By encouraging the community in meetings held in the school
- By following up girl's education and any other problems through girls advisory committees.

School Managing Committee has also formed girls committees in some schools. They formed the committees by calling women teachers and by making them to elect the chairperson and secretary, male teacher, headmaster and school committee chairman as a member. Other schools formed girls committees by staff meetings; and women teachers were elected to encourage girl's education. Others rather than these have not formed girl's committees. Out of eight sampled schools four schools only have established girl's advisory committees. This indicates that a measure has to be taken to encourage girl's participation in teaching learning process.

Most of the officials responded that the girl's committees have been established by calling and discussing over the gender issue and making girls to understand gender issue problems. Some schools formed girl's advisory committees by selecting candidate from each class and by picking those girls who are strong and active. In other schools the committees were established by selecting from school committee, school women teachers, Kebele council, girl students and parents. This indicates that the establishment of girl's advisory committees has no formula or guideline to establish. Girls Advisory Committees as the responses given to the establishment of girl's committees differ in different schools. Other officials, four out of nine, responded that they have not formed girl's advisory committees in community school activity program incorporated schools. This needs a measure to be taken in order to come to the objective of community school activity program.

When supervisors and experts were also questioned about the establishment of Girl's Advisory Committees five out of nine responded that Girl's Advisory Committees have been established. Four responded no and suggested it needs more mobilization. From the above analysis we can understand that what is happening in schools about girls participation in the teaching learning process and the formation of girls advisory committees that is expected to encourage girl's participation in education is not established in some schools. At the same time opinions given on the same issue by headmasters, teachers, school managing committee, educational officials, supervisors and experts are different. So, this needs a corrective measure.

4.5. The role-played by educational officials, experts and supervisors in community school activity program

According to the unpublished World Learning Incorporated/United States Agency for International Development/ Basic Education System Overhaul project (2000) document, educational officials, experts and supervisors have a role of establishing directives and introducing objectives of the program, controlling fair distribution of target schools, providing support to facilitate training and workshop events, monitoring and follow up of the program and collaborating with Zone and Woreda council to facilitate resources and money contribution from the community.

Concerning this case a question was forwarded for educational officials, have you established directives based on the existing conditions of localities for the community school activity program effectiveness? Seven officials responded yes and two officials responded no. Those officials who responded no gave the following reasons:

- The program has no direct relationship with our division.
- There is no information or instruction, which is given to establish directives for the program.

The above two-statement stress on relationships and information on instructions. This indicates that they are not coming to the program and participating in the implementation process. As to the objective of the program zone education department and Woreda education office will participate in the implementation of the program. So, this needs a measure to be taken.

Similarly, for the question, what about the introducing of the objectives of the program? Seven responded yes and two responded no. But gave no reason.

For the question, how do you control the fair distribution of target schools to Woredas? And were there any problems encountered concerning the distribution of target schools? Seven officials responded yes and two responded no. Those who responded yes, when they were questioned how have you solved the problems? The responses given to this were the following:

- By identifying the school problems
- By convincing the community to try first themselves to solve the school problems and then come to the request of the program.

When the question, how do you select target schools for the program was forwarded? The educational officials gave the following responses.

- By discussing with Woreda Council and comparing the school situations
- When we select the schools we see first, the existing conditions of the school, that is, if the damage on the building is severe and to be given priority, the school income level and if the support given by the community to the school is strong.
- The selection is based on the number of students in the school and the problem of the schools.
- By studying each and every problem of the school and discussing over the problems by Woreda councils
- By discussing over the school problems with school committees

- By studying the standards of the schools and presenting to kebele leaders, if they can coordinate and mobilized the community
- By discussing with Woreda administrative councils and agents of the program, we select those schools that can mobilize the community and fulfill the objectives of the program.

The above statements mentioned for the selection of target schools focus on discussion with Woreda councils and comparison of school situations, on the damage of building, number of students, studying each and every problems of the schools, discussing with school committees and school development agents and welcoming of Kebele leaders the program. The focus made over these bodies is because these mentioned bodies if they cooperate they can bring improvements to schools.

Again a question was raised, do you recruit candidates to school development agents? Five educational officials responded yes and four responded no. Those who responded yes, when they were questioned how? They responded the following:

- We recruit candidates; those who have social value of the community, respect to their job and fulfill their duty properly and those who have good conduct.
- We recruit candidates, by the experience that they have gained.

This shows that the selection is made based on social value, respect to job, good conduct and the experience of the candidate. This seems good, because social value to mobilize the people, respect for the job indicates punctuality, good conduct reflects polity and experience helps not to be new to the assigned duty. So, this is a good measure. Those officials, who responded no, gave reason that the school development agents do not have any relation with their division. The response seems odd, because a division within Zone education department, Woreda education

offices, an official in those two bodies how can he be out of relation unless something is wrong.

For the question raised, how do you facilitate conditions for the work of the school development agents? The response given by the educational officials were the following:

- By collecting problems, we go to the place where the problem is created with the agent and giving solution and make them to continue their duty without a problem.
- By selecting target schools, discussing with the school communities and making follow up the activities of the schools.
- By discussing with the agent whenever he faces a problem in his duty.
- By orienting the program to the community to contribute resources and money and resolving any problem the agent faces.

The above statements on facilitating conditions for the work of school development agents focuses on collection of problems, selecting target schools, discussing with school communities, making follow up the activities, discussing with agents and orienting the program. This situation paves the way for the agent to go on, on his duty without a problem. So, this is to be encouraged.

Then, about providing support a question was raised, have you been providing support to facilitate training and workshop events of the program? All nine officials who were questioned responded yes. When again, a question, how was the support provided was forwarded? The educational officials gave the following responses.

- By training and supplying stationeries
- By giving supportive ideas
- By selecting the main problems and inviting educational scholars

- By giving training for committee members and teachers.

This shows that the support given to facilitate training and workshop events stresses, supplying stationeries, giving supportive ideas, inviting educational scholars and giving training for committee members and teachers. If such support is given to facilitate training and workshop events there won't be problems on these occasions. So, this has to continue for the success of the program

The educational officials have the responsibility of collaborating with zone and woreda councils to facilitate resources and money contribution. So, a question was raised to educational officials, how do you collaborate with your zone or woreda council and to facilitate resources and money contribution? The response given to this question were the following:

- By making meetings with Woreda councils to make understand the program and when necessary we work with zone officials cooperatively.
- Through close relation and discussion with Woreda councils.
- By mobilizing the community being with zone and Woreda councils.

Concerning collaboration the focus points were making meetings, close relations and discussion with Woreda councils and mobilizing the community being with zone and Woreda councils. Collective works facilitates these collaborating events. The program of community school activity program needs collective effort. So this process of collaboration is to be encouraged.

At last the educational officials were questioned, is there a mechanism that you provide support for schools and school committees? The responses given to this question were the following:

- By establishing strong committees and encouraging them to work to the objective of the program.
- BY giving advice going to the place where the committee is and calling them to office.
- By supplying schools by teaching materials and teachers.

The above statements responded by educational officials focuses on establishing strong committees and encouraging them to work to the objective of the program, giving advice and supplying schools by teaching materials and teachers. Such supports encourage schools and school committees to work more with moral. So, this process should continue to make good progresses in schools.

For the experts and supervisors a question was forwarded, have you participated in establishing directives based on the existing conditions of localities for the program effectiveness? Six experts and supervisors responded yes and three experts and supervisors responded no. Those who responded yes when a question was raised how? They responded the following.

- By helping the community to mobilize itself to enact the school plan.
- By supporting the program to the communality and participating in each planning activities
- By helping the school-managing committees to plan to solve the problems of the schools.
- By supervising the project
- By giving technical assistance to the school committees.

The above responses by experts and supervisors stresses on orienting the program to the community and participating in planning, supervising the project and giving technical assistance. This does not indicate establishing directives but it only shows the act of helping to be mobilized. Directives are put in paper and pencil and the

committees and the school development agent's use as a guideline to fulfill the program. So, this needs a measure to be taken.

Those experts and supervisors that responded no gave the following reason.

- As we mentioned above no one asks or invites us to participate.
- As it has been stated that the community school activity program and zone education department supervision relation is very low

The responses given by the experts and supervisors who responded no indicates that there is no participation and invitation to experts and supervisors and community school activity program and zone education department supervision relation is very low. Educational activities being a collective work and supervision of the education department being a key service to monitor and follow up the program, neglecting this key service may not help the program to obtain its objectives. So, this needs a corrective measure to be taken.

When a question was raised about the introducing of the objectives, have you participated in introducing the objectives of the program? Five experts and supervisors responded yes and four experts and supervisors responded no. Those who responded yes when they were questioned, how? They responded the following:

- During the school orientation workshops
- By calling a meeting and explaining the objectives to the committee members and to the community.
- By preparing orientation programs and workshops and giving training to school committees and teachers.
- By coordinating school orientation workshops.

The above responses to introducing objectives stresses on orientation workshops, calling a meeting and explaining the objectives and giving training to school committees and teachers. This can be a good procedure to be followed.

Those experts and supervisors who responded no, gave the following reasons when they were questioned, why?

- We know nothing about the program itself leave alone introducing the objectives of the program.
- We have a critical difference in the school operation. The facilitators of community school activity program agents are not willing to cooperate and this may hamper the participation.

The reason given for not participating in introducing the objectives of the program focuses on, not having knowledge about the program, difference in school operation and facilitators unwillingness to participate. Being in one department of education and education office not having knowledge of this big educational program and unwillingness of the facilitators is amazing. So, This needs a measure to be taken.

About fair distribution and control a question was raised, how do you control the fair distribution of the community school activity program target schools? The response given to this by experts and supervisors were:

- By selecting the target schools in collaborating with woreda education office
- By comparing each school based on their problems.
- By evaluating the work done by the school committee
- By cooperating with Woreda council members and by evaluating the community's welcoming of the program
- By participating in the meeting of discussion to select the schools and suggesting to the selecting body to set criteria in advance.
- We have no means to control.

The above target school selection method focuses on collaboration with Woreda offices comparing each school based on their problems, evaluating the work done by the school committee, the community's welcoming of the program and setting criteria in advance. Those responses to selecting target schools are good. Because it avoids unnecessary grievances from the schools that were not selected being open and measurable.

Similarly, about providing support for school and school committees a question was forwarded to the experts and supervisors have you ever provided support for school and school committees in implementing the program? Six experts and supervisors responded yes and three responded no. Those experts and supervisors who responded yes, when a question, how? Was raised. They responded:

- By providing technical support to the school committees and teacher training events.
- By preparing place and training materials, arranging trainers and selecting topics of training
- By facilitating the training and workshop programs
- By arranging the program and providing trainers with training materials.
- By introducing the aim of the workshops to the school committee members.
- By giving training materials and giving per diem.

This above responses focuses on providing technical support to the school committees and teachers training, preparing place and training materials, arranging trainers and selecting topics, facilitating programs, introducing the aim of the workshops and giving per diem. This facilitates the training or workshops to run. So, this activity of giving support is encouraging.

Those experts and supervisors who responded no, for the question why? They responded:

- Because nobody informs or invites us to do so.
- We wish we had provided support to the program to sustain the school based staff development, unfortunately we are not invited.

These responses indicate that there is a difference between some experts and supervisors. In order to facilitate the program implementation a measure has to be taken to avoid differences.

When experts and supervisors were questioned about collaboration with administrative councils and facilitation of resources and money contribution, the responses given were:

- By inviting the administrative council members to the school and giving latest reports to them and discussing with them.
- By asking support when introducing the program's objectives to the community
- By taking them to the place, whenever there are community workshops on the issue of resources and money contribution.
- Unless someone asks for collaboration it is not easy to collaborate. Therefore no collaboration at all.

The above responses about collaboration with administrative councils focuses on inviting the administrative council members to the school and giving latest reports, investigating problems and discussing over the problems, taking them to the workshops and consulting with them. At last a negative response that is, no collaboration at all is responded.

This indicates that most of the experts and supervisors are working in collaboration with administrative councils except a few that responded negatively. Educational activities for the improvements of the schools are collective works and needs collaboration. So, for those experts and supervisors who are not collaborating a measure is expected to be taken.

For the question, have you ever provided support for schools and school committees in implementing the program? Five experts and supervisors responded yes and four responded no. Those who responded yes, for the question how? They responded:

- By giving technical support
- By planning each activity and at the same time setting the problems.
- By giving them technical support on planning, writing project proposals, writing report, etc.
- By giving technical assistance when they plan.

The above responses focus on giving technical support, planning each activity and setting the problems, planning, writing project proposals, writing report etc. These support by experts and supervisors to school committees to facilitate their activity leads towards schools improvements. So, it is encouraging.

4.6. School managing committee's role in implementing the program

In community school activity program the school managing committees are expected to play a major role. Because of this it is expected that the committee should plan and implement the plan being with the community. For that reason a question, have you identified and prioritized the problems of the schools was forwarded? All the sampled schools managing committee members responded yes.

Then when they were questioned to tell the school problems, they stated the following problems:

1. Small number of students and girls
2. Lack of furniture's, books and shortage of teachers,
3. School compounds not fenced and maintenance of the school building
4. Shortage of classrooms, no latrine, water and school guard
5. Shortage of stationeries, dusty classroom floors and no teacher's residence

6. Office problems, no clubs, school pedagogic center, library and sport materials and store
7. Shortage of teaching materials, no light and lack of classroom facilities
8. Lack of income, budget was not enough and sanitation of the compound
9. Lack of teachers on job training
10. The communities were not conscious about their schools.
11. Some students were unable to buy stationeries for their learning duty
12. No encouraging conditions were present to teachers.

These were the problems that all the sampled schools faced. So, in order to solve these problems the school managing committees have to do something. That is, being with the community's representatives in the school after knowing the problems of the schools, they should discuss over the problems with the communities and give solutions.

As to the responses given by the school managing committees all the schools, about the process of conducting meetings, most of the school managing committee members said, we make meetings in the school, whenever serious problem arises. Some said in six months and once in a year. This indicates that meetings are held according to the needs of the schools.

When they were also questioned do you have a plan for school improvement activities? All responded yes and they elaborated that they developed these plans prioritizing the school problems and discussing over it. Some school committees said we develop plans by calling a meeting the community and explaining the problems of the school and discussing over it. This procedure seems good, because the plan that the schools plan should not be hidden in order to make the community work towards the fulfillment of the plan.

About mobilizing the community to implement the school improvement plan, all school committee members said we call the community for a meeting and introduce the school plan and make people to promise to implement the plan of the schools.

The resources and money contributed to the school improvement were controlled, according to the responses given by all sampled schools managing committees by following the financial rule and not spending on unnecessary duties. The committees not only use the financial rule but as they responded they also use Bank accounts and collect money from the community by giving receipt to what they have collected.

According to the above explanations the school managing committees have the role of prioritizing the problems of the schools, developing the school plans, mobilizing the communities and controlling the resources and money contributed by the communities.

4.7. The contribution of money and resources made by the community and community school activity program,

Community school activity program encourages the community to contribute resources and money to the school improvements. According to the responses given by the school managing committees the community has contributed much money and resources to the school improvements. For instance, if we see the contribution made to three schools, from the sampled schools, it is encouraging.

Konga School-	In Cash 24303 Birr
	In Kind 12380 "
Wochama "	In Cash 14932 "
	In Kind 17,175 "
Adame	In Cash 55,208 "
	In Kind 16,608 "

The rest of the sampled schools because of documentation problems and the change made on school headmasters, they couldn't give the financial information exactly what the community to the schools has contributed. So, even if changes are made in schools headmasters and other committee members the documents should not be lost. Even though, because of documentation problems, we were not able to get the enthusiastic contribution made by the community, thanks to the zone expert, we were able to get the gross contribution made by the community to those sampled schools. The contribution was in cash 376,341 Birr, in kind 291,059 Birr. This is a big mobilization to school improvements and it has to be encouraged

4.8. The capacity building process

Capacity building is essential for sensitization, attitudinal changes, knowledge acquisition and skill development. Because of this the program focuses on training, workshops, educational tour, exposure visits and others. So let us see how far the principle of capacity building has been caught up starting from school headmasters.

A question was raised to headmasters, were there programs to build capacity of teachers, principals and school committee members in training, workshops, educational tour, exposure visits by Community School Activity Program? According to the responses given by headmasters the following table gives answer what had happened concerning this case.

Table 3. Headmasters who have participated is capacity building process program

Capacity Building Program	Suko	Wochama	Diban dibe	Kochore	Bale Bukisa	Tumticha	Adame	Konga
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Training	-	X	-	-	-	X	X	X
Workshops	X	-	-	X	-		-	-
Educational tour	-	-	-	-	--	X	-	-
Exposure visit	-	-	-	-	-	X	-	-

The above table shows three headmasters have taken training, three headmasters have taken workshops, one headmaster had got the chance of educational tour and again one headmaster have got the chance of exposure visit. This shows that four of the headmasters who are running the sampled schools which are incorporated in community school activity program have not participated in the programs of training, workshops, educational tour and exposure visit. So, we can conclude that something has to be done in order to bring up the capacity of headmasters to cope with the program.

In the case of teachers thirty-three teachers were questioned, have you participated in any training, workshops, educational tours, exposure visit and others? Twenty-one teachers said yes and twelve teachers said no.

Those teachers, who said yes, when they were questioned, mention the programs that you have participated? Most of the teachers responded to this, they have participated in orientation programs workshops and in service training programs. For those teachers who have participated in orientation programs, workshops and in-

service training program when a question was forwarded, how does it help you in your teaching learning process? The responses given were the following:

- The program was effective to us to the teaching - learning process
- It helped us to use student - centered method in teaching - learning process
- It helped us to give lessons in a clear and understandable way and to plan to be efficient teachers.
- We got good information about teaching - learning process and the community school activity program.
- It guided us how to use teaching aids in our lesson.
- It helped us in changing and developing our skills and knowledge as well as our attitude towards teaching learning process
- It gave us a good educational experience
- It helped us how to manage students and how to do research on teaching and learning process.
- It helped us further to know the teaching methodology
- It has built our teaching capacity and moral

The above responses given by teacher's focuses on teaching - learning process. It has helped teachers to use student - centered method, to give lessons in a clear and understandable way to be efficient teachers, to use teaching aids, changing and developing skills, knowledge and attitude, good educational experience, how to manage students and do research and to know different teaching methodologies. This indicates that those who have got the chance in orientation programs, workshops, educational tour and in-service training have built their capacity to teaching and learning process.

On the contrary those who have not got the training or those who have not participated in capacity building program said the following:

- By the reason which I don't know, I didn't get the chance of capacity building
- Because I am a fresh teacher to the school

This implies that there is an error in selecting teachers to capacity building process.

Because each teacher has to know why he/she was not selected for capacity building process. The other thing, which should not be forgotten, is the last response teachers responded that is, I am fresh teacher to the school. This indicates that the capacity building program should be continuous for the sake of school improvements to enhance fresh teachers.

Educational officials at the zone level or Woreda level provide support to facilitate training and workshop events of the program. For that reason a question was raised, have you been providing support to facilitate training and workshop events of the program? All the nine educational officials at zonal level and Woreda responded yes. No one said no. The next question was how was the support provided? The response to this were the following:

- By giving educational materials
- By giving stationeries and supporting ideas
- By selecting the main educational problems and inviting trainers
- By giving training for committee members and teachers
- At the beginning of the program they were inviting us for technical support and we were supporting them.

The above responses given by the educational officials are encouraging except the last one, which puts us into suspicion. Because the last response says at the beginning of the program we were supporting them. This implies the program has quitted some officials after a certain period of time. So, all officials are expected to be involved in the program to improve the teaching learning process.

Experts and Supervisors on their side when they were questioned about the capacity building process, do you provide support to facilitate training and workshop events of the program? Five out of nine experts and supervisors said yes and three said no. For those experts and supervisors when a question was raised, how? They responded the following:

- By providing technical support to the school orientation and teacher training events
- By providing place of training, training materials, selecting trainer and selecting the topic of training
- By arranging the program and teaching materials
- By introducing the aim of training or workshops to the committee members
- By giving training materials and per diem

The above responses indicate that during the training and workshop events the experts and supervisors are participating in providing technical support, place of training, training materials, selecting trainer and selecting topics. They are also participating in arranging programs, introducing the aim of training or workshops and they themselves are giving training. This participation is good in order to support and facilitate the training and workshops. On the other hand those experts and supervisors who responded no, gave the following reasons:

- Because nobody informs or invites us to do so
- We wish we had provided support for the program to sustain the school based staff development unfortunately we were not invited.

The above responses responded by the experts and supervisors indicate that in order to provide support to facilitate training and workshop events for the program,

they have no information and they are not invited. This shows that whenever training and workshops are prepared a collective educational work is not done. This needs measures to be taken.

4.9. Opinions of different respondents about the community school activity program

The school headmasters are expected in the program to introduce the objectives of the program to the community, assist the school committees in providing the prevailing problems of the school, provide technical and professional assistance to the school committees and help in preparation and implementation of the strategic plan. So, school headmasters should know what had been happening in the program implementation process and should suggest what they feel for the improvement of the program. On the occasion of this a question, what opinion do you have towards the community school activity program, had been forwarded for school headmasters.

The responses given by the headmasters were the following.

- This program played a significant role in school maintenance and building new blocks by the community's need.
- On the contrary this program do not aim at training teachers to improve their teaching profession.
- To continue with the school progress, if the program continues it is very good.
- If the program held for in-service training by community school activity program continues, it is good.

The above opinions stresses on the role played by the program. The program is not aiming at training teachers, the program should continue, the in-service training program should continue and totally the program is good. This shows that the

headmasters wish the program to continue. On the teachers side when similar questions were forwarded to them and they gave the following responses:

- The granted money by the community school activity program is not enough to solve the problems of the schools.
- The program is good; so continue with what you are doing for the improvement of teaching learning process.
- We believe that the program gives a great advantage and change for teaching - learning process. But it is good, if control and follow up is made on money contributed by the community. Because control and follow up is weak on the money, that is, contributed by the community
- The program is good by changing the school furniture's and other facilities and by changing the school compound.
- It is good if it encourages and supports all activities within the teaching learning process.
- If the program continues with further training to up grade teachers it is good
- What is done until now is not sufficient
- The supervision made by the community activity program is excellent.
- But the project study is not deep enough and it is only on paper, try to study problems deeply and gather more information.
- We thank a lot the community school activity program, because they supported poor schools with money, materials, information and increased number of girl students. In addition to that they showed the way of solving the school problems and improved the teaching - learning process by applying new teaching methods.
- It is very important to improve the teaching - learning process and we need additional training and educational tour
- If we get the chance, we want to participate in any teacher-training program.
- Because we came from another school and we want to join in-service training program

- We appreciate the program's strategy, it is interesting
- Community school activity program has a good approach to school improvement
- We think community school activity program has to work more.

These were the opinions given by the teachers towards the community school activity program. The opinions given by the teachers focuses on the granted money, program, control and follow up mechanism and change on school furniture's, facilities and compound, encouraging and supporting all activities within the teaching learning process, supervision by the program, support given to poor schools, and additional training, appreciation of the program and approach and at last community school activity program has to work more for more improvements. This indicates that teachers really appreciate the program and are longing for the program's continuation. Students also have the idea that, the program is good, because the program improved the teaching - learning process, the school facilities and compound. This also indicates that the program has mobilized the students themselves.

The school managing committees on their side suggested that the program is good, because it mobilized the community and changed their attitude towards their schools, by giving a great responsibility to improve their schools. This attitudinal improvement and the knowledge we gained from the training made us totally improve the school condition. So, the program is good. This helped the school-managing committees to know that the school is theirs. It means that the program has created a sense of belongingness of the schools to the community. The educational officials for the same question responded the following:

- The community school activity program granted money and the money contributed by the community runs the program. This helps the community to think of their own school and do whatever the school needs. So this creates the sense of school ownership to the community. So, the program is good
- It is well and good for our schools, because the program backed our schools in every aspect.
- It is effective and successful.
- Definitely, I assure that this program has brought great change, so it is very effective.
- The program is to be supported to continue, but the monitoring should be strong enough to solve the various problems that arise through the management of school money and recourses.
- I can't suggest about the effectiveness and successfulness of the program
- Like the School Development Agents, which has a direct connection with Woreda education office community school, activity program should have a mechanism of cross checking with woreda education office.

The above responses given by educational officials focus on the school ownership, the backing of schools by the program, the effectiveness and successfulness of the program. The changes brought in schools, the monitoring of the schools money and recourses, the structure problem with Woreda education office and the reservation of some educational officials to give opinion on the program. The suggestions given by the educational officials are encouraging except the last two of structure problem and the reservation made to give opinion. This indicates that there is a problem in structure. So, a measure has to be taken to normalize the program implementation process.

To the same question the experts and supervisors responded the following:

- The program is effective and successful. It helped the community to assess its local school and to mobilize the community to enact upon the school plan.

- For the effectiveness of the program transportation and stationeries are needed. Strengthening school committees and teachers training is very important for the effectiveness and successfulness of the program
- The program has mobilized the school community and the surrounding community to send their children to school. So, the program is good.
- As we have seen the activities done by the schools, which are incorporated in the community school activity program, their effort is promising type.
- The inclusion of supervision will help to create staff development through sustainable strategies.

The above responses responded by experts and supervisors indicates the effectiveness and successfulness of the program, the need for transportation and stationeries, and the community mobilization to send their children to school and the inclusion of supervision in the program for the sustainability of the program strategies. This implies the successfulness and effectiveness of the program by fulfilling some aspects that consolidates the program

4.10. Monitoring and follow up of the Community School Activity Program

Zone education department and Wereda education office are responsible to monitor and follow up the program implementation and receive a monthly progress report.

Concerning this case headmasters, teachers, students, school managing committees, educational officials, supervisors and experts were questioned to know how far the responsibility have been accomplished.

Eight headmasters of the sampled schools were questioned, have you ever been visited by experts, supervisors, educational officials, Woreda Administrative council members? All headmasters' responses were yes. Again if yes, how many times a year? The responses to this by the headmasters are indicated in the table below.

Table -4 School visit made by educational scholars within a year as responded by headmasters

Educational Scholars	Weekly	Monthly	In two months	In six months
Experts	-	1	-	4
Supervisors	-	1	-	3
Educ. Officials	-	2	-	3
Woreda council members	-	1	-	
Others	-	2	-	-

The above table indicates that the visit made by experts, supervisors, educational officials, woreda council members and others. According to the responses given by headmasters and as you can see it from the table above one expert visit school once monthly, but the others visit schools once in six months. One-supervisor visit schools once in six months. Two educational officials visit schools once monthly; three educational officials visit schools once in six months. One Woreda council member visit schools once monthly, one woreda council member visit school once in six months. This shows that the visits made by experts, supervisors, educational officials, Woreda council members and others are not frequent. So unless frequent and regular visits are made within a short period of time the immediate corrective measures cannot be taken to educational problems.

Teachers on their side for the question, have you ever been visited by lead teachers, principals, experts, supervisors, educational officials, Woreda council members and others? The responses given to this were twenty-six teachers said yes and seven

teachers said no. Those teachers who responded yes, when they were questioned how many times in a year? They responded as it is put in the following table.

Table - 5 School and class visit made by educational scholars within a year as responded by teachers

Educational Scholars	Weekly	Monthly	In two months	In six months
Lead teachers	5	1	6	2
Principals	3	3	4	5
Experts	-	7	-	2
supervisors	2	-	5	10
Educ. Officials	-	1	2	11
Wloreda Concil members	-	2	3	-
Others	-	-	-	1

The above table shows that most of the teachers responded lead teachers visit classes once in two months, principals visit classes once in six months, experts visit schools monthly, supervisors visit schools once in six months, educational officials visit schools once in six months, Woreda council members once in two months and others once in six months. This indicates that the visit is made monthly to six months.

Educational activities and teaching learning process needs day to day follow up and frequent visit of schools to give immediate solutions to educational problems. So this condition of follow up needs measures to be taken. Those teachers who said no gave reason that; no attention is given to educational tasks. This should not be neglected,

even though they are minority, because the visit made by educational scholars is not frequent, as we have seen from the table above.

Students when they were questioned, have you ever been visited by headmasters, lead teachers, experts, supervisors, educational officials, Woreda council members and others? All responded yes. Then if yes, how many times in a year? The response they gave for this can be seen from the table below.

Table 6- The visit made by educational scholars within a year as responded by students

Educational Scholars	Weekly	Monthly	In two months	In six months
Lead teachers	20	-	5	-
Headmasters	25	5	-	5
Experts	1	15	-	5

Supervisors	-	10	-	5
Educational officials	-	10	5	5
Woreda council members	-	-	5	-
Others	-	-	-	5

As you can see from the table above most of the students responded lead teachers weekly, headmasters weekly, experts monthly, supervisors monthly, educational officials, Woreda council members in two months and others in six months visit classes. This shows lead teachers and headmasters are making a follow up weekly and this process is good. Weekly follow up helps to solve any educational problems that would be created within a week and take corrective measures. The other educational scholars visit within the range of a month to six months. This may not help to solve the problems that would be created within a month or within weeks; especially experts and supervisors play a major role in assessing and giving solutions or reporting problems to higher educational officials. School managing committee on their side, when they were questioned, was your school visited by experts, supervisors, educational officials, Woreda council members and others? All the forty interviewed school managing committee members responded yes.

Table 7- School visit made by educational scholars within a year as responded by school managing committees

Educational Scholars	Weekly	Monthly	In two months	In six months
Experts	15	20	-	10
Supervisors	-	5	5	15

Educ. officials	-	-	10	10
Woreda council members	-	5	-	-
Others	-		-	5

The above table indicates that most of the school managing committee members responded that experts monthly, Supervisors once in six months, Educational officials in two and six months, Woreda council members monthly and others in six months visit schools. Except the experts that visit the schools monthly other educational scholars do not visit schools frequently. Because six months is a long period, that is, longer than a semester. This shows that educational scholars are not visiting schools within a semester. So, this needs a measure in order to improve the teaching learning process.

Educational officials, zone education department head, curriculum division head, educational programs head, Woreda education office head, and woreda education office educational programs heads have the responsibility of follow up for the implementation of community school activity program. For that reason these educational officials were questioned, what mechanism do you have to monitor and follow up the program? The responses given by these officials were the following:

- By collaborating with administrative councils and school development agents, we do all the activities.
- By planning weekly and monthly program
- By supervising
- In every month we have one common assembly day to discuss on problems created and general situation of the program
- We have monthly discussion with school committees and school development agents.
- Reporting and visiting within three and six months

- We have no formal mechanism of monitoring the program

According to the educational officials the mechanisms they have to monitor and follow up the program are collaborating with administrative council and school development agents, planning weekly and monthly program, supervising, assembly and discussion, visiting and reporting and at last they do not have a mechanism to monitor the program. Except the last one the mechanism they are using is assembly, visiting and reporting can pave the way to discussion and give solutions to the problems that arise. But the last one is negative. Because how can an educational carrier can be made or carried out without having a means to follow up or monitor. So, this needs a measure to be corrected.

Again when these educational officials were questioned, do you receive a monthly report of the program? Four responded yes and the other four responded no. The educational officials who responded yes indicated the following system of receiving reports. That is,

- Through school development agents daily activity program, monthly school report.
- By following the plan (program) of the school
- Through school directors and agents of the program.

Those educational officials who responded no, gave the following reasons for the question why?

- Because the agents of the program are responsible than us. However we receive general report of the school at the end of the month (monthly report)
- Because of the number of schools and distance of school from the zone.
- The system of the program is not clear to us.
- The program has no direct chain with Woreda education office.

The responses yes and no by the educational officials have different connotations. Those who responded yes, they do have a means to receive reports but those who responded no they are indicating an agent of the program is responsible, inconvenience of distance and number of schools, the system is not clear to them and no direct chain with Woreda education offices. This contradicts with what has been responded to monitoring and follow up. So, this needs a measure in order to make report receiving safe.

At last the educational officials were questioned, how do you collaborate with your zone or Woreda councils and facilitate resource and money contribution? The response given to this were the following:

- After the incorporation of the school to make understand the program we call meetings being with woreda council members the school committees and sometimes even with zone education department members.
- Through close relations and discussions with woreda councils.

The above statements of educational officials stress collaboration, working with woreda councils, close relation and discussion on educational matters. This creates a smooth relation with woreda councils and helps to mobilize the community. So, this is to be encouraged.

The same question was forwarded to experts and supervisors how do you collaborate with zone and woreda councils and facilitate resource and money contribution? The responses given to this were the following:

- By inviting the administrative councils to the school and giving current reports and discussing over the reports.

- By investigating school problems and making discussion over the problems with the council members:
- By taking them to the schools whenever there are community workshops on the issue of resource and money contribution.

The statements mentioned above for collaboration with zone and woreda council's stresses on inviting the administrative councils, making discussions over problems and taking them to the schools whenever there are workshops and issues of resource and money contribution. This shows working with council members for the improvement of schools. So, it is a good step of collaboration and to be encouraged.

Experts and supervisors when they were questioned, have you a mechanism to monitor and follow up the community school activity program? Seven experts and supervisors responded yes. The rest two experts and supervisors responded no. Those experts and supervisors who responded yes, they put their way of monitoring and follow up as follows:

- We design a program to monitor and follow up the schools
- By producing a monthly plan and being guided with it
- By using work attendance sheet and supervision

The above mechanism of experts and supervisors of monitoring and follow up stresses on designing a program, producing monthly plan, using work attendance and supervision.

Those experts and supervisors who responded no, for the question why? They responded the following:

- Because our supervision service from the very beginning is not invited to set up a mechanism, to monitor and follow up the program

- The access to the program is very much limited and the relation of the supervision and the program facilitators is very low.

According to these experts this shows that the involvement of supervision is limited and the relationship is low. Supervision being a key to monitor and follow up educational programs should not be neglected. So, this needs a corrective measure.

Then a question was raised to experts and supervisors, how many times do you visit or supervise your community school activity program incorporated schools in a year?

The responses given to this were three experts and supervisors weekly, three monthly, two in six months and one once a year. This implies that most of the supervisors and experts visit or supervise these schools weekly and monthly. If this is really happening it is encouraging.

For the question, have you ever met with a problem in implementing the community school activity program, whenever you visited or supervised these schools? All experts and supervisors responded yes. If yes, what kinds of problems were arising in the schools? For this they responded the following:

- The problems that were arising in schools were, the old age of the school buildings, no enough desks, blackboards and teaching materials.
- In the teaching - learning process the problems were, shortage of teaching materials, few number of girls in schools and shortage of school facilities.
- Economic problems
- Teachers demand for advanced and in-service training
- Shortage of teaching classrooms

The next question to them was, how did the schools solve these problems? The responses to this were also the following:

- First the school committee listed the problems and the community discussed over the problems and the

community contributed money, labor and materials to solve the problems.

- By mobilizing the community and making them understand the problems and give solutions.

The above listed problems of the schools and the method used to solve the problems of the schools by those experts and supervisors is to be encouraged.

4.11. Different efforts made to improve community school activity program.

Community school activity program cannot be accomplished by efforts made by a certain bodies. Because community school activity program needs a collective work of educational scholars and the community at large. So certain scholars and the community should be mobilized and do for the improvements of the schools. In this sense something is expected from the headmasters, school managing committees, educational officials, experts and supervisors and the community.

Hence, if we start from headmasters, a question was raised to headmasters, have you introduced the community school activity program objectives to the community? The responses given to this were yes except one out eight who responded no. This shows that majority of the headmasters have introduced the objectives except the one who responded no and gave no reason. Then if yes, in what mechanism? The response given to this were the following:

- Calling a meetings of parents and discussing over the objectives of the program
- Calling assembly of the community to introduce this program to the community.

The above mechanism used to introduce the objectives of the program by headmasters focuses on calling meetings of parents and the community to make understand the objectives of the program.

About are you providing the prevailing problems of the schools to assist the school committees? All headmasters responded yes. And the method they used to assist were calling a meeting of the committees and introducing the main problems of the schools. The technical and professional assistance provided by the headmasters were introducing new and better information of the school and listing of the problems of the schools and presenting them to the committees.

All headmasters responded yes for the question, are you helping the school committees in preparing and implementing the school plan? If yes, in what way? They responded to this, by working with them and by discussing over the problems of the schools, by drafting a project and introducing to the committees and by participating in plan preparation and working together during the implementation.

From the above headmasters responses we can understand that headmasters were doing their best to introduce objectives, providing prevailing problems, providing professional and technical assistance and helping the school committees in preparing and implementing the school plan. This effort of the headmasters is encouraging.

School managing committees on their side about the efforts they made said that, they had been working in the school by:

- Identifying and prioritizing the problems of the schools.
- Calling meetings the community to make know the prioritized problems of the schools.
- Developing a plan for school improvement activities.
- Mobilizing the community to implement the school improvement plan
- Controlling resources contributed and money for the school improvement.

This implies that the school managing committees of all sampled schools were making efforts in identifying, prioritizing problems, calling a meeting the community

and mobilizing, developing and implementing the school plan and controlling the resources and money contributed. This indicates that the committees of the schools were working with and mobilizing the community to improve the schools.

Educational officials on their side for the efforts they made, they responded by:

- Establishing directives based on the existing conditions of localities for community school activity program effectiveness
- Controlling the fair distribution of target schools to woredas
- Providing support to facilitate training and workshop events of the program
- Monitoring and following up the program by receiving monthly report of the program
- Collaborating with zone or Woreda councils and facilitating resource and money contribution.

This shows that educational officials has made an effort in establishing directives, controlling fair distribution of target schools, providing support to facilitate training and workshops, monitoring and follow up programs and collaborating with zone and woreda councils to facilitate resource and money contribution from the community.

Experts and Supervisors have made efforts as similar to that of educational officials, in monitoring and following up the program, establishing directives, controlling fair distributions of target schools, providing support to facilitate training and workshop events, participating in introducing the objectives and collaborating with zone and woreda councils to facilitate resource and money contribution from the community.

This indicates that the collective work done by the experts and supervisors to improve the teaching learning process. The community has also made an effort by contributing money, labor, material and sending their daughters to school to increase girl's participation in education.

4.12. Problems encountered while implementing the community school activity program

At the implementation of any program, naturally problems arise. When such conditions happen, the implementers are forced to search for solutions. In such a case a question was raised to headmasters, have you ever faced problems in implementing the community school activity program? Six headmasters responded yes and two headmasters responded no. Those headmasters that responded yes, when they were questioned, how did you overcome the problems? The response was, by building additional classrooms and those who responded no gave no reason. This shows the problems faced by headmasters were the problems of classrooms.

Similar questions were raised to teachers, twenty-eight teachers responded no and five teachers responded yes. Those teachers, who responded yes, gave reasons that the training and workshop and per diem were not sufficient. This indicates that the focus of the problems lies on training, workshops and per diem

When the same questions were forwarded to school managing committee members, fifteen responded yes and twenty-five responded no. Those who responded yes, when they were questioned, how did you overcome, the problems? The responses to this were; we worked with woreda officials, council members and the community to overcome the problems.

The educational officials on their side when the same question was forwarded to them six officials responded yes and three officials responded no. Those officials who responded yes when they questioned how did you overcome the problems? The responses given to this were:

- By being with different officials and making the necessary monitoring and follow up, we solved the problem.
- By discussing over the problems with the community, Woreda Councils and school Committee members.
- By discussing with the community and the school development agents.
- By bringing the problems to discussion.
- By cooperating with woreda councils and discussing the problems with the community to identify the main problems and give solutions with the community.

According to the above responses discussion was the key to solve problems of schools, being with woreda council members, the committees and the community at large. So, this method of solution giving is encouraging, because, it mobilizes all the bodies that are concerned in educational matters.

Experts and supervisors were also questioned have you ever met with a problem in implementing the community school activity program, when ever you visited or supervised these schools? All experts and supervisors responded yes. Then for the question, what kinds of problems were arising in the schools? The response to this were:

- The damage on school building
- No desks, blackboards and teaching material.
- In teaching learning process and the shortage of school facilities
- Using the project money to another purpose
- Teachers request for advanced training
- Shortage of money (economic problem)
- Shortage of necessary materials
- Shortage of teaching classes (over crowded classes).

As it is mentioned above the problems faced by the schools were damage of buildings, no desks, blackboards and teaching materials, small number of female students, using the project money for another purpose, request of advanced training,

economic problem and over crowdedness of classes. These problems need solutions.

For that case a question was raised to experts and supervisors how did the school solved these problems? The responses given to these were:

- First the school committee listed all the problems, and then presented the problems to the community and the community-contributed money, labor and material to solve the problem.
- By mobilizing the community to understand the problems of the school and give solution.

The method used to solve the problems of the schools was mobilizing the community and others who are concerned in educational matters. So, it is a good system to solve school problems.

5.2 Outcome of the community Activity Program

When a program is designed and implemented in the process of implementation it can face problems and constraints. For the problems and constraints faced solutions are given by the implementers. After these processes, at last the implementers reach the outcome of the program. Because of these headmasters, teachers, students and school managing committees, were questioned, " What improvements have been observed in the school after the implementation of the community school activity program? The responses to this by the headmasters were:

- Number of female students increased
- The problems of over crowdedness of the classes were solved.

- The participation of the community in school problems increased
- The number of tables and chairs increased, and all the classrooms were maintained. The number of teaching aids also increased.
- Additional classrooms were built and teachers got the chance of in services training
- School fence, latrine, pedagogic center and library were built, teachers got training, classrooms, staff rooms and offices were facilitated by chairs and tables.

Teachers on their side for the same question, "**in improving the teaching learning process**" responded:

- To some extent over crowdedness problem and shortage of desks were solved.
- The teaching learning process is facilitated and a guide how to prepare teaching aids were given.
- The teachers further understood how to manage students and presented their lessons clearly.
- The school pedagogic center and the school library were established.
- Female student participation increased.

" In improving the school environment?'

- Latrine, new classrooms and the gate of the school compound were built
- Four classrooms and latrine were built compound was fenced and maintenance of teachers residence.

When, the last question for the teachers was forwarded. " Do you think that the school totally has been improved by the program"? The responses by twenty-three teachers were yes and by ten teachers were no. Those teachers who responded no gave reason that, I don't think because the school problems are still so many.

Similarly, students on their side when they were questioned, " do you think that the school is improving in

A. Teaching learning process?

Twenty-five students responded yes and fifteen students responded no. For those students who responded yes, when a question, how? Was raised they responded:

- The problems of over crowdedness of classrooms were solved.
- By the improvement made in teaching learning process, number of teachers were increased, teachers teach us till we understand the lesson, teachers use teaching aids and tutorial classes are arranged.
- Reference materials were supplied to teachers.
- The shortage of classrooms and seats are solved.
- Co-curricular activities were established

B. General school environment comparing with the previous one.

- Classroom floors are cemented; maintenance and painting of walls repairing of desks, chairs, table and compounds are fenced. Latrines are built and generally the school compound is improved.
- General improvement in sanitation of the compound.
- New classrooms were built, maintenance of the old classrooms and their floors are cemented.

At last the schools managing committees, for the question, " what improvement have been observed in the school since the beginning of the community school activity program?

1. In teaching learning process?

- The teaching learning process is improved by the training given.
- Teachers are teaching properly teaching and students are learning in a disciplined way.
- Teachers are preparing teaching aids, Pedagogic centers are strengthened, and student - centered teaching and learning process is implemented. Participation of girls is increased. Teachers prepare lesson plans and they are punctual.

- School library is established, students are sitting in good classrooms and they are attending classes properly.

2. General school environment

The School compound is improved. Because false bananas, coffee, eucalyptus trees and other beautifying trees were planted

- Compound is fenced and additional blackboards were built.
- Floors, buildings and other compound areas are improved by the maintenance made by the program.
- School discipline is kept; cooperation of teachers, headmasters and the school committee is improved.

The above response by headmasters, teachers, students and school managing committees focuses on the improvement of the teaching learning process and the general improvement of the school environment. As you can see from the responses the improvements made in these sampled schools are not simple. It has improved the mood of headmasters, teachers, students and the school managing committee to accomplish these results. These results are the outcomes of the program. For this the mobilization of the community has played a great role.

As it has been observed in the sampled schools of community school activity program has a good relation with headmasters, teachers, students, school managing committees and the community. This relation has helped the schools to improve their teaching learning process and the general school environment. This increased the participation of the community in the problems of the schools.

The document inspection has also shown the improvements in number of students in some schools and girls participation rate. As sampled lesson plans were seen

methods used to prepare lesson plans were procedural. Objectives were clearly stated contents were exhaustively utilized, presentation as it has been stated in the teacher's lesson plans, was good and evaluations stressed the concerned chapters. Methods of teaching used in these schools were student-centered and head masters and lead teachers do follow up. Except in a few schools pedagogic center and libraries are available, school improvement money utilization is good and periods allotted to some subjects are not sufficient. Document handling in some schools are not good. Because when a change of headmasters is made the new headmaster could not find the document and give the necessary information. So this has to be corrected.

Table 8 Number of students from 1990-1993

Years	1990			1991			1992			1993		
Schools	M	F	T	M	F	T	M	F	T	M	F	T
Tumticha	477	169	646	497	172	669	460	176	636	520	252	772
Balebukisa	829	271	1100	870	212	1082	998	400	1398	1396	519	1915
Dibandibe	689	118	807	627	130	757	571	146	717	591	170	761
Konga	102	13	115	103	21	124	89	21	110	94	24	118
Adame	311	97	408	474	61	535	353	126	473	363	66	429

As you can see from the table above in some schools like Tumitcha and Balebukisa the number of students has increased and in Dibandibe, Konga and Adame, the number of students has decreased. Similarly, girl's participation in Tumticha, Balebukisa, Dibandibe and Konga has increased. But in Admae school the participation rate of girl's has decreased. Generally, when we see the conditions in most of the schools the girl's participation rate has increased. From the sampled schools, those schools who are absent in the table are those schools, that their documents has been miss put that is Suko, Kochore and Wochama.

4.14. Sharing of the experiences gained by Community School Activity

Program

According to the educational officials response for the questions, " have you shared the experiences gained by the schools assisted by community school activity program to other surrounding schools? Six officials responded yes and three responded no. For the question if yes, how did you share the experiences?" The responses to this were:

- By making the surrounding schools visit the activity of the community school activity program incorporated schools and by giving explanations.
- By calling a meeting of different school committees together and making them to exchange their experiences to each other

When the same question was forwarded for experts and supervisors, six responded yes and three responded no. Those experts and Supervisors who responded yes, when the question how was forwarded? They responded:

- By inviting school committees to the target schools.
- By calling school committees to woreda education office and making the committees to exchange experiences.
- By preparing a program to share the experiences gained in mobilizing the community and preparing educational tour.
- In collaboration with woreda officials we arranged a forum of experience sharing. Sharing experiences is a good start and to be encouraged.

4.15 Different opinions about the sustainability of community school activityProgram

World Learning Incorporated/Community School Activity Program is working with the government institutions at the grassroots' level, which are dependable to sustain the program in operation together with the communities and the local schools. The opinions that were given about the sustainability of the community school activity program by headmasters, teachers, school managing committees, educational officials, experts and supervisors were the following:

For headmasters a question, " do you think that this program can be sustainable? seven headmasters responded yes and one headmaster responded no. Those headmasters who responded yes, when a question, " why"? Was raised, they responded that, the program has inculcated to headmasters, teachers, school

managing committees and the community, the knowledge of planning for schools and implementing the plan and mobilizing the community. So, the program can be sustainable.

When the same question was forwarded to teachers, twenty-eight responded yes and five teachers, responded no. Those teachers who responded yes, when the question, why? Was forwarded, the responses given were:

- Because the number of girl students is increased.
- It is helpful to avoid school problems.
- Because it improves the teaching learning process and teaching materials support is given
- Because the program already mobilized the community.
- Because the relation between school and the community has developed.
- The community and the committee will continue improving the schools.
- Because the training given to the committees has made the committees to understand much about schools.
- Those teachers who responded no, when a question, " why?" Was forwarded, the responses given by them were, I don't think that it will continue, because the community still needs more mobilization.

The school managing committee on their side for the same question responded the following:

- The program is good and we have the training given by the project and gained the experience of preparing projects and implementing it.
- We have gained the experience of producing plans and implementing it by mobilizing the community.
- We have gained the experience of mobilizing the community, preparing plans and inviting investors to help the school in solving problems and we have received a donation of 500 Birr

- Many officials (government) as well as the community have gained some skills, so we can run the program.

Educational officials, when they were also questioned, the same question, seven responded yes and two responded no. Those who responded yes, when they were questioned' "Why"? The responses given were:

- Because the program is advantageous for the improvement of the schools and the community is interested in it.
- This program is based on the activity of the people. If the society participates in an activity, they can help the schools to solve their problems (the program to proceed). Because of this reason the school and the community will cooperate and work together. This condition of the people's attitude can be changed positively. So the program activity will continue.
- The community is interested in the program and the community already knows this condition and the state and the community have understood the way to improve the schools.
- Because our community have gained the experience of how to improve the schools.
- Because, nowadays the community knows the problems of the schools and the mechanism how to solve it.
- The community is well informed about his school and knows that the school needs their support in every direction; so, if they have understood about their schools and the program can be sustainable.

Experts and supervisors for the same question, six responded yes and three responded no. Those who responded yes, when they were questioned, " why"?

They responded:

- The program encourages the community participation and there are unsolved problems that are in schools.
- The school committees have already got training, so that, the committees will continue the program.
- The committees have become conscious of their school and have the experience in mobilizing their community and planning to their school problems.

- We hope, since much work has been done to build capacity of almost all who participated in this activity of schools, they will continue the program because the community likes the program.
- Because, the program has built the capacity of the community and government officials.

Those who responded no, when they were questioned, " Why"? They responded:

- Because the program is NGO's and facilitated money wise by them, if the fund stops every thing will stop. Therefore, the sustainability of the program is doubtful.
- Because, we have doubts that problems and constraints will be the greatest challenge after the aid donors stop donating aid.

The above responses about sustainability, by headmasters, teachers, school managing committees, educational officials, experts and supervisors focuses on the training given by the program to the school committee, the experience gained by preparing a project and implementing it and planning to their school problems and implementing it and mobilizing the community and solving, the problems of schools. According to the responses given by most of the educational activity implementers even if the program stops some where, the effort of the community, the committees and the educational scholars will continue working towards the improvements of the schools. So, this is encouraging and sustainable.

CHAPTER FIVE

5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study and forwards recommendations based on the conclusions.

5.1. Summary

This study was designed to Assess and evaluate the community based (community school activity program) schools functions in implementing the New Education and Training Policy and discover the problems encountered and the contribution made by the program during the process of implementation. To this end the following research questions were entertained in this study:

1. What improvements have been brought by the community- based schools in the education system of the Zone and girls participation in education?
2. What were the problems that were encountered during the implementation of Community School Activity Program?
3. How was the fund given to the schools were utilized and what supports were given to the schools by the community?
4. What were the major roles played by educational officials, experts and supervisors and school managing committees to implement the Community School Activity Program?
5. What opinions did headmasters, teachers, pupils and school managing committees reflect about Community School Activity Program and its sustainability?

According to the unpublished World Learning Incorporated/United States Agency for International Development/Basic Education System Overhaul project (2000) there are 70 schools assisted by community school activity program in Gedeo zone. Out of these a representative population eight schools were selected proportionally two from each woreda by non-probability sampling technique, especially by quota sampling system.

To conduct this research, that specifically focuses on assessment of community-based schools in Gedeo Zone the descriptive survey method was used.

The instrument developed were pilot tested and the essential corrections were made. The target groups headmasters, teachers, educational officials, experts and

supervisors filled questionnaires, students and school managing committee members were interviewed and document inspection and school observation was done by the researcher. On the basis of the data collected from respondents and information obtained from a survey of document inspections the study has come up with the following findings.

1. According to the responses given by pupils, school managing committees and teachers, much improvement have been observed in teachers punctuality, increase in students numbers, increase in girls participation, preparation of teaching aids implementation of students centered teaching learning method, improvement in classrooms and furnitures. School facilities were fulfilled, teachers were oriented, workshops were given and this improved the student's discipline and school pedagogic center and library were established.

2. Girls participations was not as expected in community based schools. It is even less than the zone's total participation rate of girls. Because the community based schools average participation rate is 24.75% and the zone's average participation rate is 27%.

3. According to Headmaster's responses the problems encountered were the problems of classrooms and the problems forwarded by teachers of per-diem given during training and workshops, which they felt it was not sufficient. As indicated by school managing committees, educational officials, experts and supervisors, the problems encountered were damage on school buildings, shortage of desks, blackboards, and teaching materials, using the project money to

another purpose, shortage of money and over crowdedness of classes were the major problems encountered. The problems were solved by discussing with the community, woreda councils and school committee members.

4. Community school activity program encouraged the community to contribute resources and money to the school improvements. According to the responses given by the school managing committees the community has contributed much money and resources to the school improvements. By the problems faced by the schools in documentation, except a few schools, most of the schools were unable to know what is contributed by the community in cash, in labor and in materials. But the zone coordinator responded that, the total resource and money contributed to the schools were in cash 376, 341 Birr and in kind 291,059 Birr.

5. Community school activity program cannot be accomplished by the efforts made by a certain bodies. Because community school activity program needs a collective work of educational scholars and the community at large. School headmasters introduced the objectives of the program by calling meetings of parents and of the community. By providing prevailing problems and technical and professional assistance to the committees and Headmasters also helped the committees in preparing and implementing the school plan. School managing committees identified and prioritized problems, called meetings of the community to make know the prioritized problems of the schools

developed plans, mobilized the community and controlled the resources and money contributed for the school improvements.

Educational officials, experts and supervisors, established directives based on the existing conditions of localities, controlled fair distribution of target schools to woredas, provided support to facilitate training and workshop events, made monitoring and follow up and collaborated with zone or woreda councils to facilitate resource and money contribution from the community. Experts and supervisors made similar effort like educational officials. The community has also made an effort by contributing money, labour, materials and by sending their daughters to school to increase girl's participation in education.

6. Different respondents have different opinions about Community School Activity Program. School headmasters wish the program to continue and specially, they stressed on continuation of in-service training program. Teachers on their side appreciated the program and they are longing for the program continuations. They gave reasons for this by emphasizing the program has improved the teaching learning process by granting money to poor schools by changing school furnitures, facilities and the compound as a whole. The program also gives additional training to teachers, headmasters and school managing committees.

Students also responded, the program has brought to the schools improvements in teaching learning process and they expressed their feeling of the program continuation. The school managing committees

on their side suggested that the program is good, because it mobilized the community and changed their attitudes towards their schools.

The educational officials experts and supervisors also responded that the program has created sense of ownership of the schools to the community. This made the community to think of their own schools and do whatever is needed by the schools. But the monitoring of money management of schools should be strong enough to solve various problems that arise by misusing the money.

7. Headmasters, teachers, school managing committees, educational officials, experts and supervisors responded that the training given by the program to the school committee, teachers and headmasters, the experience gained by preparing a project and implementing it, by mobilizing the community and solving the problems of the schools, by planning to their schools problems and implementing it will help to sustain the activities of these schools.

5.2 Conclusions

On the basis of the findings the following conclusion have been made.

1. Out of eight headmasters who are running the community school activity program four have participated in the training program, two in workshops and the other two have no participation in training, workshops, educational tour and exposure visits.
2. Girls participation is not as expected in the program, Even it was found less than that of the zones total participation rate, that is, these

schools overage participation rate is 24.75% and the zones average participation rate is 27%.

3. Headmasters, teachers, pupils and schools managing committees witnessed the improvement made in teaching learning process and the total school environment.

4. Educational officials, experts and supervisors have a role of establishing directives and introducing objectives of the program, controlling fair distribution of target schools, providing support to facilitate training and workshop events, monitoring and following up of the program and collaborating with zone and woreda councils to facilitate resource and money contribution from the community. But some educational officials and supervisors responded, they know nothing about the program and they do have a critical difference in school operations.

5. According to the responses given by the school managing committees the community has contributed much money and resources to the school improvements. By the problems faced by the schools in documentation, except in a few schools documents were not found properly kept.

6. Capacity building is essential for sensitization, attitudinal changes, knowledge acquisition and skill development. Most of the headmasters, teachers and school managing committees responded that they have participated in capacity building process but some headmasters and teachers responded as if they don't know the program.

7. Headmasters, teachers, students, school managing committees, educational officials, experts and supervisors appreciate the program. But according to their responses, the monitoring of money and resource contributed by the community, management was not strong enough to solve various problems that arise by misusing.

8. It was also found that, there is a difference in opinions about Community School Activity Program between educational officials, experts and supervisors and the difference was also reflected.

9. Zone education department and woreda education offices are responsible to monitor and follow up the program implementation and receive a monthly progress reports. According to headmasters, teachers and students the visit made by these scholars was not frequent, except the experts who visit the schools monthly. But some supervisors said that the knowledge they have about the program and the relationship with the program runners was responded as if it was low.

10. The sharing of experiences of the program, to the surrounding schools were done by making the surrounding schools, visit the activities of the community school activity program incorporated schools and calling meetings, committees of different schools together and making them to exchange their experiences to each other.

11. The training given by the program to the school committees, teachers, and headmasters and the experiences gained by preparing a project and implementing it, planning to their schools problems and

implementing it and mobilizing the community and solving the problems, of schools will help to sustain the activity of these schools.

5.3 Recommendations

Based on the evidences obtained from the literature review section and the conclusion drawn from the findings, the following recommendations are forwarded.

1. As Dubin (1987) describes, effective administrative leadership is the cornerstone for any successful school, Based on this principle the community school activity program gives training to principals. Most of the principals in the sampled schools have got training to run the program. But some of the principals do not have training to run the program. This hinders some schools not to accomplish the expected objectives of the program. So, a mechanism has to be created to bring up the knowledge of, these principals who have no training and running these schools.

2. As it is stated in unpublished world learning incorporated/Community school activity program document (2000), the community school activity program is working with the relevant government agencies at all levels, communities and teachers to address gender issues that are against increased girl's access to primary education and women's participation in initiative of improving the quality of education. According to community school activity program the intended plan was to increase girl's participation in primary education. But the result was not as

expected in the program. Even it was found less than that of the zone's participation rate. The average participation rate in sampled schools being 24.75% and the zones' 27%. This needs more mobilization for girl's participation in primary education in those community school activity program incorporated schools.

3. The process of teaching and learning is facilitated by the fulfillment of educational facilities. Even though, a trial has been made to fulfill the educational facilities of the schools, still the demand of facilities of some schools are not fulfilled. So, the program has to work more with the community to fulfill the demands of the schools.

4. Most of the educational officials, experts and supervisors responded that they are playing a major role in establishing directives, introducing objectives, controlling fair distribution of target schools, providing support to facilitate training and workshop events, monitoring and following up the program and collaborating with zone and woreda councils to facilitate resource and money contribution from the community. But, some educational officials and supervisors responded that, they know nothing about the program and they do have a critical difference in school operations. This shows that in the same department and education office a difference is created and this will not help to run the program effectively, educational activities being a collective work. So, a corrective measure has to be taken in order to make the program effective.

5. The resources and money contributed by the community to the school improvements are considered to be in a great amount. But the documents were not kept properly and some headmasters were found in problem and they don't know how much resources and money have been contributed to the schools by the community. This leads to corruption and hinders communities mobilization to school improvement movements. So, this needs a corrective measure for the sake of school improvements.

6. Some headmasters, and teachers responded that they don't know the program. This comes from not participating in training, workshops, educational tour, exposure visit and others. In order to fulfill the objectives of the program a means of continuous training or workshops should be planned and implemented.

7. As to headmasters, teachers, students and school managing committee, the visit made by educational officials, and supervisors are not frequent to monitor and follow up the program, except the experts who visit the schools monthly. Sometimes the visit is made in six months or in a year. To facilitate the program implementation and give immediate solutions to problems that arise frequent visit is expected from the educational officials and supervisors. So, a mechanism has to be created to monitor and follow up the schools frequently.

8. Sharing the experience of the program to other surrounding schools is a good start to mobilize those schools that are not incorporated in the program. So, this is to be encouraged.

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Appendices
Appendix A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

Pilot Test Respondents

1. School Managing committee members

1.1. Kasahun Tadesse	Dabo Primary School
1.2. Demisse Gemedo	" " "
1.3. Tefera Babi	" " "
1.4. Gemedo Adnew	" " "
1.5. Petros Wako	" " "
1.6. Gemedo Roba	Tutiti " "
1.7. Wako Gurari	" " "
1.8. Fekadu Isatu	" " "
1.9. Petros Wako	

2. Headmasters

2.1. Alemayehu Tegu	Debo Primary School
2.2. Zeneben Warrassa	Tutiti " "

3. Teachers

3.1. Jemanesh Dinku	Tutiti Primary School
3.2. Wudineh Debebe	" " "
3.3. Hailu G/Michael	" " "
3.4. Melese Fekadu	" " "
3.5. Beyene Gemedo	" " "
3.6. Zewdi	" " "
3.7. Asfaw Asefa	" " "
3.8. Bogale Maru	Dabo Primary School
3.9. Yelegawork Beyene	Dabo Primary School

4. Students

4.1. Zerihun Nuru	Dabo Primary School
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4.2. Mulugeta Alemayehu	"	"	"
4.3. Mariam Tamiru	"	"	"
4.4. Zeleke Shiferaw	"	"	"
4.5. Abrham Gemedede	"	"	"
4.6. Dawit Dori	"	"	"
4.7. Berhanu Tekebo	Tutiti	"	"
4.8. Alemu Gebeyehu	"	"	"
4.9. Getu Aleto	"	"	"
4.10. Etenesh Negatu	"	"	"
4.11. Meseret Gedecho	"	"	"

5. Educational Officials

5.1. Sisay Mamo	Kochore Education Office
5.2. Bogale Ayele	Yirgacheffe " "

6. Supervisors and Experts

6.1. Mesfin Gedo	Yirgacheffe Education office
6.2. Belachew Jigiso	" " "
6.3. Abrham legamo	Kochore " "

Appendix B

Addis Ababa University

School of Graduate Studies

Department of Curriculum and Instruction

Research Respondents

1. Educational Officials

1.1. Elias Genale	Gedeo Zone Education Department
1.2. Berhanu Worrassa	" " "
1.3. Assefa Ayele	Wonago Woreda Education Office
1.4. Tariku Wako	" " "
1.5. Bogale Ayele	Yirgachaffe Woreda Education Office
1.6. Woldeyes Gelgele	" " " "
1.7. Yosef Gumi	Bule " " "

1.8. Sisay Mamo	Kochore	"	"	"
1.9. Teklemariam Mengesha	"	"	"	"

2. Experts and Supervisors

2.1. Demelash Bakele	Gedeo Zone Education Dept			
2.2. Solomon K/Mariam	"	"	"	"
2.3. Hailu Mekonnen	"	"	"	"
2.4. Abrham legamo	Kochore Woreda Education Office			
2.5. Mesfin Gedo	Yirgacheffe	"	"	"
2.6. Belachew Jigsso	"	"	"	"
2.7. Bogale Alako	Wonago	"	"	"
2.8. Tefera Edema	"	"	"	"
2.9. Berhanu Demissie	Bule	"	"	"

3. Headmasters

3.1. Daniel Bekele	Suko Primary School			
3.2. Tsegaye Hordofa	Dibandibe Primary School			
3.3. Bekele Watiye	Kochore	"	"	
3.4. Abera Girmachew	Balebukisa	"	"	
3.5. Tesema Tadesse	Tumticha	"	"	
3.6. Tsegaye Gebretsadik	Adame	"	"	

4. Teachers

4.1. Byiga Urgessa	Kochore Primary School			
4.2. Nigatu Abebe	"	"	"	
4.3. Asres Kassaye	"	"	"	
4.4. Meshesha Mena	"	"	"	
4.5. Abrham Mulugeta	"	"	"	
4.6. Tadele Shallo	"	"	"	
4.7. Argaw Genana	"	"	"	
4.8. Degefa Iemu	"	"	"	
4.9. Shibiru Hordofa	"	"	"	
4.10. Alemayehu Mandefro	"	"	"	
4.11. Mengistu Gobena	Dibandibe	"	"	
4.12. Tadesse Endale	Konga	"	"	
4.13. Mekonnen W/Mariam	"	"	"	

4.14. Muhaba Aman	"	"	"
4.15. Endeshaw Demeke	Adame	"	"
4.16. Jenberu Sima	Adame	Primary	School
4.17. Hailemariam Feleke	"	"	"
4.18. Fissehatsion Habte	Dibandibe	Primary	School
4.19. Woinshet Kebede	"	"	"
4.20. Endashaw Getnet	"	"	"
4.21. Hiwot Kiflu	Balebukisa	"	"
4.22. Getnet Berhanu	"	"	"
4.23. Melaku Bekele	"	"	"
4.24. Aster Beshir	Tumticha	"	"
4.25. Asnake Getachew	"	"	"
4.26. Berhanu Hirbaye	"	"	"
4.27. Getachew Mekonnen	"	":	"
4.28. Mamitu Tefera	Wochama	"	"
4.29. Tesfaye Kifle	"	"	"
4.30. Desalegn Yirba	"	"	"
4.31. Getahun Gindo	"	"	"
4.32. Tsegaye Tadesse	"	"	"
4.33. Mengistu G/Kidan	"	"	"

5. Students

5.1. Behanu Mamo	Konga	Primary	School
5.2. Haile Dukale	"	"	"
5.3. Desalegn Gedo	"	"	"
5.4. Hailu Jabo	"	"	"
5.5. Fekede Nigatu	Konga	"	"
5.6. Fikirte Tilahun	Wochama	"	"
5.7. Zeleke Tsigia	Wochama	Primary	Schol
5.8. Cheru Bagale	"	"	"
5.9. Alemnesh Mengesha	"	"	"
5.10. Kebede Shibiru	"	"	"
5.11. Maru Bedaso	Balebukisa	"	"
5.12. Ayele Dechaso	"	"	"

5.13. Kebede Wako	"	"	"
5.14. Almmaz Deyaso	"	"	"
5.15. Asnake Worku	"	"	"
5.16. Ashenafi Maru	"	"	"
5.17. Tigist Abebe	Adame	"	"
5.18. Elias Beyene	"	"	"
5.19. Habtamu Tefera	"	"	"
5.20. Wata Gemedede	"	"	"
5.21. Tadele Biftu	Dibandibe Primary school		
5.22. Gizachew Chebeso	"	"	"
5.23. Gedamu Shiferaw	"	"	"
5.24. Kebede Alemu	"	"	"
5.25. Zemacho Berako	"	"	"
5.26. Abiyat Tilahun	Kochore	"	"
5.27. Zeleke Loko	"	"	"
5.28. Abaynesh Sharo	Kochore	Primary	School
5.29. Bogale Wate	"	"	"
5.30. Zinash Bekele	"	"	"
5.31. Abrham Tadele	Tumticha	"	"
5.32. Bekelech Gemedede	"	"	"
5.33. Migbar Teshome	"	"	"
5.34. Abrham Atara	"	"	"
5.35. Desalegn Bekele	"	"	"
5.36. Gizachew Hamayo	Suko	"	"
5.37. Mamo Bedaso	"	"	"
5.38. Abebe Benta	"	"	"
5.39. Adanech Bekele	"	"	"
5.40. Efrem Tadese	"	"	"
5.41. Tamrat Feleke	"	"	"
5.42. Gizaw Mengesha	"	"	"

6. School Managing Committee members

6.1. Alemayehu Mandefro	Kochore Primary School		
6.2. Mekonnen Awacho	Kochore Primary School		
6.3. Petros Zenebe	"	"	"
6.4. Bekele Udo	"	"	"

6.5. Bekele Abiye	"	"	"
6.6. Asefa Hamfatp	"	"	"
6.7. Abera Beraso	"	"	"
6.8. Hailemariam Feleke	Konga	Primary School	
6.9. Tsegaye G/Tsadik	"	"	"
6.10. Halchaye Dukale	"	"	"
6.11. Sintayehu Jebo	Adame	"	"
6.12. Daka Dayaso	"	"	"
6.13. Ayele Denbabi	"	"	"
6.14. Tadese Lale	"	"	"
6.15. Endashaw Getnet	Dibandibe	"	"
6.16. Asefa Wondo	"	"	"
6.17. Demisse Dido	"	"	"
6.18. Kuda Dari	"	"	"
6.19. Ware Sali	"	"	"
6.20. Tekebo Mekiso	Balebukisa	"	"
6.21. Gadi Ode	"	"	"
6.22. Wondimu Mekonnen	"	"	"
6.23. Kipe Fulasa	"	"	"
6.24. Mohamed Tadese	":	"	"
6.25. Wondimu Orisa	"	"	"
6.26. Tesema Tadesse	"	"	"
6.27. Jabi Kutu	Tumticha Primary Scho		
6.28. Alemayehu Feyisa	"	"	"
6.29. Bakate Tukula	"	"	"
6.30 . Dabato Teko	"	"	"
6.31. Mariam Tero	Tumticha Primary School		
6.32. Bari Makona	"	"	"
6.33. Tadesse Worrasa	Wochama Primary School		
6.34. Ijigu Bisu	"	"	"
6.35. Bekele Baraso	"	"	"
6.36. Mekuria Rabo	"	"	"
6.37. Mamiru Deyaso	"	"	"
6.38. Wakayo Ware	Suko	"	"
6.39. Bakate Beriso	"	"	"
6.40. Tamiru Hesso	"	"	"

Appendix C

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

QUESTIONNAIRE FOR HEADMASTERS
INSTRUMENT No. 1

Name Date

Age Sex male female

Area of Residence

Ethnic on tribal group Religion

Marital status married Unmarried

Occupation Qualification

Zone District

Division Size

Dear Headmaster

Your cooperation in this questionnaire will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

1. How many teachers are teaching in his school?
Male Female Total

2. How many students are there in this school?

	<u>Registered</u>			<u>Dropout</u>			<u>Present attending</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2.1 Grade 1
2.2 Grade 2
2.3 Grade 3
2.4 Grade 4

3. Does the school have?

- 1. Library Yes No
- 2. Laboratory Yes No
- 3. Pedagogic center Yes..... No

3.1 If the answer is no, why? .

.....

.....

.....

.....

3.2 Is the school supplied with enough black boards and chokes?

Yes No

3.3 If the answer is no, why?

4. Are there enough facilities like?

- | | | |
|--------------------------|-----------|----------|
| 4.1 classrooms | yes | No |
| 4.2 offices | yes | No |
| 4.3 latrines | yes | No |
| 4.4 Teachers Residence | yes | No |
| 4.5 staff room | yes | No |
| 4.6 Guard rooms | yes | No |
| 4.7 desks | yes | No |
| 4.8 chairs | yes | No |
| 4.9 tables | yes | No |
| 4.10 cupboards | yes | No |
| 4.11 Fences | yes | No |
| 4.12 Benches | yes | No |
| 4.13 Duplication machine | yes | No |
| 4.14 hand-dug wells | yes | No |
| 4.15 school bells | yes | No |

5. For the answers no. Give reasons?

.....
.....

6. Have you introduced the WLI/CSAP objectives to the community?

Yes No

6.1 If yes, what mechanism do you have to monitor a program that helps the Community to work according to the objective?

.....
.....

7. Are you providing the prevailing problems of the school to assist the school Committee? Yes No

7.1 If yes, in what method

.....
.....

7.2 If no, why?

.....
.....

8. What sort of professional and technical assistance are you providing for the school committee?

.....
.....
.....

9. Are you helping the school committee in preparing and implementing the school plan? Yes No

9.1 If yes, in what way?

9.2 If no, why?

10. Are girls of the community participating well in the teaching learning Process?
Yes No

10.1 If yes, how is the participation going on , why?
.....

10.2 If no, why?

11. How have you utilized the school improvement money granted by WLI/Subprogram?.....

12. Were there problems raised in the utilization of the money granted by WLI/CSAP program?

13. How did you tackled the problem raised, concerning the money granted by WLI/CSAP program?

14. What was the contribution of the community to the improvement of the school?
In kind Birr
In money Birr

15. Were there programs to build capacity of teachers, principals and school Committee members in
Training yes no how long
Workshops yes no how long
Educational tour yes no how long
Exposure visits yes no how long

16. What changes have been observed in the school after the implementation of WLI/CSAP program?
.....
.....
.....

17. What opinion do you have towards the WLI/CSAP program?
.....
.....

.....
18. Have you ever been visited by experts, supervisors, educational officials,
Woreda Administrative and others council members?

Yes No

18.1 If yes, how many times in a year?

	<u>Weekly</u>	<u>monthly</u>	<u>in two months</u>	<u>in six months</u>
a. Experts
b. Supervisors
c. Educational officials
d. Woreda council members
e. Others

18.2 If no, why?

.....
.....
.....

19. Have you ever faced problems in implementing the WLI/CSAP program?

Yes No

19.1 If yes, how did you overcome the problem?

.....
20. Is the girl's committee in the school established? Yes No

20.1 If yes, how was it established?

.....
.....

20.2 If no, why?

.....
.....
.....

21. Do you think that this program can be sustainable?

Yes No

15.1 If yes, why?

.....
.....

15.2 If no, why?

.....
.....
.....

Appendix D

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

QUESTIONNAIRE FOR TEACHERS
INSTRUMENT No-2

Name Date
Age Sex male female
Area of Residence
Ethnic or tribal group Religion
Marital status married Unmarried
Occupation
Zone District
Division Size

Dear Teacher

Your cooperation in this questionnaire will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

Qualification DegreeDiplomaTTIother
(Specify).....

1. Have you participated in the orientation provided by WLI/CSAP program?
Yes No

1.1 In no, why? .
.....
.....

1.2 If yes, how do you see the orientation?
.....
.....
.....

1.3. Was the orientation helpful to your teaching duty?
Yes No

1.4. If yes, in what aspect?
.....
.....
.....

1.5 If you have not participated in the orientation provided by WLI/CSAP program, what was the reason?
.....
.....

2. Have you participated in any training workshops, Educational tours, and exposure Visit and others? Yes No

2.1 If yes mention the programs i.e. educational tour, training etc.
.....
.....

2.2 How does it helped you in your teaching learning process?
.....
.....

2.3 If no, what was the reason?
.....
.....

3. Is the school environment relevant to teaching learning process?
Yes No

3.1 If no, why?
.....
.....

3.2 If the school environment is not relevant to teaching learning process, what do you suggest to the improvement of the environment?
.....
.....

4. How is the participation of girls in the teaching learning process?
Very much satisfactory Satisfactory
Not satisfactory Undecided

4.1 If girls participation is below satisfactory what is the reason behind?
.....
.....

4.2 Do the community encourage girls education?
Yes No

4.3 If no, why?
.....
.....

5. Do you know about the school improvement money granted by WLI/CSAP program? Yes No

5.1 If yes, how did you come to know?
.....

5.2 If yes for the question no.7, how is the utilization of the granted money?
.....

5.3 What improvements does the granted money bring to the school?

5.3.1 In improving the teaching learning process?
.....

5.3.2 In improving the school environment?
.....

5.3.3 Do you think that the school totally has been improved by the granted money?
.....

6. What opinion do you have towards the WLI/CSAP program?
.....

7. Have you ever been visited by lead teachers, principals experts, supervisors, educational officials, woreda administrative council members and others? Yes No

7.1 If yes, how many times in a year?

	<u>weekly</u>	<u>monthly</u>	<u>in two months</u>	<u>in six months</u>
a. Lead teachers
b. Principals
c. Experts
d. Supervisors
e. Educational officials
f. woreda council members

g. Others

7.2 If no, why?

8. Have you ever faced any problem in implementing the WLI/CSAP program?
Yes No

8.1 If yes, how did you come to overcome the problem?
.....

9. Is the girls committee in the school established?
Yes No

9.1 If yes, how was it established?
.....

9.2 If no, why?
.....

9. Do you think that this program can be sustainable?
Yes No

3.1 If yes, why?

9.2 If no, why?

Appendix E

Addis Ababa UNIVERSITY
School of Graduate Studies
Department Curriculum and Instruction

Interview for Pupils Instrument . 3

Name Date

Age Sex male female

Area of Residence

Ethnic or tribal group Religion

Marital status married unmarried

Occupation
Zone District
Division Size

Dear Student

Your cooperation in this questionnaire will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

1. Are teachers teaching well during their periods?
Yes No
1.1 If no, do you know the reason, why?

2. Do your parents motivate (encourage) you to learn? Yes No
2.1 If no, why?

3. Do you know the WLI/CSAP program? Yes No

3.1 If yes, how did you came to know the program?
.....
.....

3.2 Do you think that the school is improving in
a. Teaching learning process? Yes No

if yes, how?

if no , why?
.....
.....

b. General school environment? Yes..... no.....
if yes, how do you see from the previous school condition? points of improvement
.....
.....
.....

4. What opinion do you have about WLI/CSAP program?
.....
.....

5. Have you ever been visited by Headmasters, Lead teachers, experts, supervisors, educational officials, woreda administrative council members and others?
Yes No

5.1 If yes, how many times in a year?

	<u>Weekly</u>	<u>monthly</u>	<u>in two months</u>	<u>in six months</u>
a. Lead teachers
b. Headmasters
c. Experts
d. Supervisors
e. Educational officials
f. Woreda council members
g. Others

5.2 If no, why?

.....

Appendix F

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

INTERVIEW FOR PARENTS AND SCHOOL MANAGING COMMITTEE INSTRUMENT No - 4

Name Date

Age Sex male female

Area of Residence

Ethnic or tribal group Religion

Marital status married unmarried

Occupation

Zone District

Division Size

Dear parent or School Managing Committee member

Your cooperation in this interview will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

1. Have you identified and prioritized the problems of the school? yesno

1.1 If yes, can you tell me the problems in priority?

1.
2.
3.
4.

- 5.
- 1.2 If no, why didn't you prioritized the problems?
 - 1.
 - 2.
 - 3.

2. Have you called a meeting the community to make know the prioritized problems of the school? Yes No

- 2.1 If yes, how do you conduct meeting?
 - 1. Weekly
 - 2. Monthly
 - 3. In two months time
 - 4. Whenever serious problem arises
 - 5. Once in six months
 - 6. Once in a year

3. Do you have a plan for school improvement activities?
Yes No

3.1 If yes, how do you develop your plan?
.....
.....

3.2 If no, why?
.....
.....

4. How do you mobilize the community to implement the school improvement plan?
.....
.....

5. How do you control resources and money contributed for the school improvement?
.....
.....

6. Have you ever met with a problem in utilizing the school improvement monthly granted by WLI/CSAP program? Yes No

6.1 If yes, how did tackled the problem?
.....
.....

7. Have you been producing reports to be submitted to the programs office?

yes no

7.1 If yes, in what time duration?

- a. Weekly
- b. Monthly
- c. In two months
- d. In six months

8. Do you report to the community the activities done in the school improvement process? Yes No

8.1 If yes, how many times in a year?

- a. Weekly
- b. Monthly
- c. In two months
- d. In six months
- e. Once in a year

8.2 If no, why?
.....
.....

9. Do you encourage girls participation in the teaching learning process?

Yes No

9.1 If yes, how?
.....
.....

9.2 If no, why?
.....
.....

10. How much contribution was collected for the improvement of the school from the community

1. In cash

2. In kind

11. What improvement have been observed in the school since the beginning of the WLI/CSAP program?

11.1. In teaching learning process
.....
.....

11.2. In general school environment
.....
.....

12. Was your school visited by experts, supervisors, educational official, woreda administrative council members and others? Yes No

12.1 If yes how many times in a year?

	<u>Weekly</u>	<u>monthly</u>	<u>in two months</u>	<u>in six months</u>
Experts
Supervisors
Educational officials
Woreda council members
Others

13. What opinion do you have about WLI/CSAP program?

.....

.....

14. What improvements have you observed in you school since the beginning of the WLI/CSAP program started? .

.....

.....

.....

15. Have you ever faced problems in implementing the WLI/CSAP program?
Yes No

15.1 If yes, how did you come to overcome the problems?

.....

.....

16. Is girls committee in the school established?

Yes No

16.1 If yes, how was it established?

.....

16.2 If no, why?

.....

.....

.....

17. Do you think that this program can be sustainable?

Yes No

17.1 If yes , why ?

.....

.....

.....

17.2 If no, why?

.....

.....

.....

Appendix G

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

ITEMS PREPARED FOR COMMUNITY BASED SCHOOLS OBSERVATION INSTRUMENT No -5

		Excellent	V.good	Good	Not bad	Bad
1	Degree of Interaction Between					
1.1	Teachers & students					
1.2	Teachers & teachers					
1.3	Teachers & Headmasters					
1.4	Teachers & SMC					
1.5	Headmaster & SMC					
1.6	Students & students					
1.7	Girls participation					
1.8	principals resourcefulness					
2	Method of management					
2.1	The principals					
2.2	The SMC					
2.3	Teachers					
3	Existance of conducive teaching learning atmosphere					
4	Handling of teaching learning process					
5	Sufficiency of teaching learning materials					
6	School improvement money utilization					
7	The change observed in the school					
8	The attitude of the school society towards the program					
9	Community participation in school improvement					

Appendix H

Addis Ababa University School of Graduate Studies Department of Curriculum Instruction

DOCUMENT INSPECTION FORM INSTRUMENT No -6

Your cooperation in this questionnaire will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

1. Number of pupils attending the Community Based School

before the program started.

No	Grade	Year			Year			Year			Year		
		M	F	T	M	F	T	M	F	T	M	F	T
1	1												
2	2												
3	3												
4	4												
5	Total												

After the program started

No	Grade	Year			Year			Year			Year	
		M	F	T	M	F	T	M	F	T	M	F
1	1											
2	2											
3	3											
4	4											
5	Total											

2. Methods of preparing lesson plans

2.1 Before the program started

Objectives were clearly stated.....not stated.....
 Contents were clearly utilizednot utilized.....

Presentation was good	not good.....	
Evaluation	Stressed few chapters.....	
	Stressed all chapters	
2.2 After the program started		
Objectives	were clearly stated	not stated.....
Contents	were clearly utilized	not utilized.....
Presentation was good		not good.....
Evaluation	Stressed few chapters.....	
	Stressed all chapters.....	
3. Elements included in the lesson plan		
3.1 Before the program		
.....		
.....		
3.2 After the program.		
.....		
.....		
4. Methods of teaching		
4.1 before the program.		
.....		
.....		4
4.2 After the program student centered.		
.....		
.....		5.
Methods of follow up		
5.1 before the program		
.....		
.....		
.....		
5.2 After the program Headmasters & lead teachers		
.....		
.....		
.....		6.
Availability of school pedagogic center, libraries, laboratories etc.		
.....		
.....		
.....		7.
No of periods weekly assigned for each subject		
.....		
.....		
.....		
.....		

8. School improvement money utilization

.....
.....
.....

9. The improvements observed in handling the documents.....

.....

Appendix I

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

Questionnaire for Educational Officials
Instrument No- 7

Name Date
Age Sex male female
Area of Residence
Ethnic or tribal group Religion
Marital status married Unmarried
Occupation Qualification.....
Zone District
Division Size

Dear officer

Your cooperation in this questionnaire will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

1. Have you established directives based on the existing conditions of localities for WLI/CSAP program effectiveness? Yes No

1.1 If no, why?

.....
.....

1.2 What about the introduction of objectives of the program?

Yes No

1.3 If no, why?

.....

2. How do you control the fair distribution of target schools to woredas?

2.1 Was there any problem raised concerning the distribution of target schools? Yes No

2.2 If yes, how have you solved the problem?

.....
.....

3. Have you been providing support to facilitate training and workshop events of the program? Yes No

3.1 If yes, how was the support provided?

.....

3.2 If no, why?

.....
.....
.....

4. What mechanism do you have to monitor and follow up the program?

.....
.....

5. Do you receive a monthly report of the program?

Yes No

5.1 If yes, what is the procedure you are following to receive the report?

.....
.....

5.2 If no, why?

.....
.....

6. How do you collaborate with your zone or woreda council and facilitate resource contribution?

.....
.....
.....

7. Is there a mechanism that you provide support for schools and school committees?

.....
.....
.....

8. How do you select target schools for the program?

.....
.....

.....
9. Do you recruit candidates to school development agents?
Yes No

9.1 If yes, how?
.....
.....

9.2 If no, why?
.....
.....

9.3 How do you facilitate conditions for the work of the school development agents?
.....
.....

10. Have you ever faced problems in implementing the WLI/CSAP program?
Yes No

10.1 If yes, how did you come to overcome the problem?
.....
.....
.....

11. Do you know about the utilization of the school improvement monthly?
Yes No

11.1 If yes, how?
.....
.....
.....

11.2 If no, why?
.....
.....

11.3 Do you know about the contribution of the community, resources to the improvement of the school? Yes No

11.4 If yes, how?
.....
.....

11.5 If no, why?
.....
.....

11.6 The resource contributed by the community to the school improvements.

a. In kindBirr.....

b. In cashBirr.....

12. What opinion do you have about the effectiveness and successfulness of the WLI/CSAP program?

.....
.....
.....

13. What do you know about girls participation in these schools?
satisfactory Not satisfactory

13.1 If satisfactory, how?

.....
.....

13.2 If not satisfactory, why?

.....
.....

14. Have you shared the experiences gained by the schools assisted by WLI/CSAP program to other surrounding schools?

Yes No

14. 1 If yes did you share the experiences?

.....
.....
.....

14.2If no why?

.....
.....
.....

15. Have you established girls committees in WLI/CSAP program assisted schools? Yes No

15.1 If yes did you shared the experiences?

.....
.....
.....

15.2If no why?

.....
.....
.....

16. Do you think that this program can be sustainable?

Yes No

16.1 If yes did you shared the experiences?

16.2 If no, why?

Appendix J

Addis Ababa University
School of Graduate Studies
Department OF curriculum and I instruction

Questionnaire for Experts and supervisors Instrument No- 8

Name Date

Age Sex male female

Area of Residence

Ethnic or tribal group Religion

Marital status married Unmarried

Occupation Qualification

Zone District

Division Size

Dear Expert or Supervisor

Your cooperation in this questionnaire will help to improve the school environment to teaching and learning process. So, you are expected to give genuine answers for the sake of the general improvement of the school environment. Thank you in advance for your cooperation.

1. Have you a mechanism to monitor and follow up the WLI/CSAP program?
 Yes No

1.1 If yes, what mechanism do you have to monitor and follow up the program?

1.2 If no, why?

.....
.....
.....

1.3 How many times do you visit or supervise your WLI/CSAP program schools in a year?

- a. Weekly
- b. Monthly
- c. In two months
- d. In six months
- e. once in a year
- f. Not at all.....

2. Have you ever met with a problem in implementing the WLI/CSAP program when ever you visited or supervised these schools? Yes No

2.1 If yes, what kinds of problems were arising in the schools?

.....
.....
.....

2.2 How did the schools solve these problems?

.....
.....

3. Have you participated in establishing directives based on the existing conditions of localities for the program effectiveness? Yes No

3.1 If yes, how?

.....
.....
.....

3.2 If no, why?

.....
.....
.....
.....

4. Have you participated in introducing the objectives of the program? YesNo

4.1 If yes, how?

.....
.....
.....

4.2 If no, why?

.....
.....
.....

5. How do you control the fair distribution of the WLI/CSAP program target schools?

.....
.....
.....

6. Do you provide support to facilitate training and workshop events of the program?
Yes No

6.1 If yes, how?

.....
.....

6.2 If no, why?

.....
.....
.....

7. How do you collaborate with administrative councils and facilitate resource contribution?

.....
.....
.....

8. Have you ever provided support for schools and school committees in implementing the program? Yes No

8.1 If yes, how?

.....
.....
.....

8.2 If no, why?

.....
.....
.....

9. What do you know about the utilization of the school improvement money by those target schools?

.....
.....
.....

10. Do you know about the resource contribution of the community to WLI/CSAP program assisted schools? Yes No

10.1 If yes, What contribution do you know

a. In kind Birr

b. In cash Birr

10.2 If no, why?

.....
.....
.....

11. Do you think that this program can be sustainable? Yes No

11.1 If yes, why?

.....
.....
.....

11.2 If no, why?

.....
.....

12. What opinion do you have regarding the effectiveness and successfulness of the WLI/CSAP program?

.....
.....
.....

13. Do girls participate in these schools satisfactorily? Yes..... No

13.1 If yes, how?

.....
.....

13.2 If no why?

.....
.....

14. Is girls committee in the schools established?

Yes No

14.1 If yes, how was it established? .

.....
.....
.....

14.2 If no, why?

.....
.....
.....

15. Have you shared the experiences gained by WLI/CSAP program assisted schools to either surrounding schools? Yes No

15.1 If yes, how did you share the experiences to other schools?

.....
.....
.....

15.2 If no, why?

