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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

**IMPLEMENTATION OF THE SCHOOL IMPROVEMENT
PROGRAMME IN ADDIS ABABA CITY ADMINISTRATION:
ACHIEVEMENTS, CHALLENGES AND PROSPECTS**

BY:

BERHAN HAILU EBUY



**JUNE 2009
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**A Thesis Submitted to the School of Graduate Studies of
Addis Ababa University in partial fulfilment of the
requirements for the Degree of Master of Arts (MA) in
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**Addis Ababa University,
Institute of Educational Research (IER)**

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SUBMISSION APPROVAL SHEET

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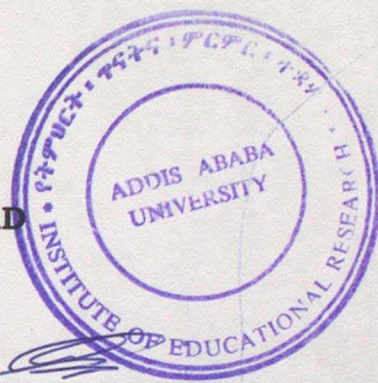


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH (IER)

THE IMPLEMENTATION OF THE SCHOOL IMPROVEMENT
PROGRAMME (SIP) IN ADDIS ABABA CITY ADMINISTRATION:
ACHIEVEMENTS, CHALLENGES AND PROSPECTS

BY
BERHAN HAILU EBUY

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This Thesis is dedicated to my children, Blien and Habessillus, whose love and sincerity always gives me strength.

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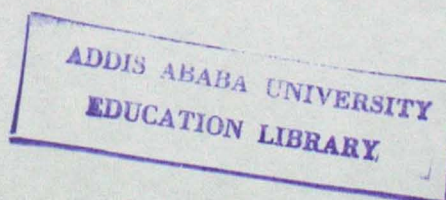
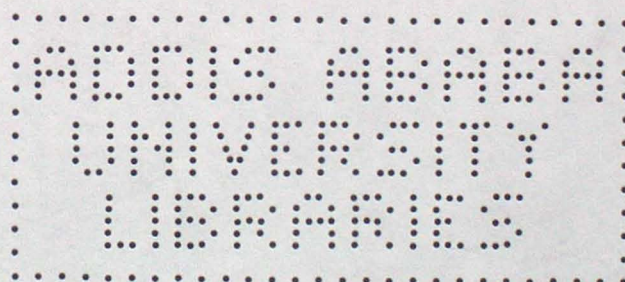
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ACRONYMS AND ABBREVIATIONS

- CPD: Continuous Professional Development
E.C.: Ethiopian Calendar
EMPDA: Educational Materials Production and Distribution Agency
ESDP: Education Sector Development Programme
ETP: Education and Training Policy
FGD: Focus Group Discussion
ICT: Information and Communications Technologies
ISIP: International School Improvement Project
KETO: Kebelle Education and Training Office
MOE: Ministry of Education
OECD: Organization for Economic Cooperation and Development
PTA: Parent Teacher Association
SAF: School Self-Assessment Form
SIC: School improvement committee
SIP: School Improvement Programme
SPSS: Statistical Package for the Social Sciences
TDP: Teacher Development Programme
UPE: Universal Primary Education



ABSTRACT

This study examined the implementation of the School Improvement Programme (SIP) in Addis Ababa City Administration and identified the achievements, challenges and prospects of the programme. Multistage Stratified Random Sampling Technique was used to select 264 primary and secondary school students, 234 primary and secondary school teachers from 24 schools in eight sub cities of Addis Ababa city Administration. Seventy experts at the kebele and sub-city education and training offices, city administration education office, and federal ministry of education levels also took part in the study as respondents. A blend of both quantitative and qualitative approaches to research has been used to conduct the study. About 99% of the distributed questionnaires were returned and data were analysed using SPSS. Although further efforts are needed to bring significant improvement, the study has shown that encouraging achievements have been made at the school level, with respect to the learning and teaching as well as the Leadership and Management Domains. However, achievements in School Environment and Community Involvement Domains were found very low. Furthermore, lack of school facility, insufficient budget, lack of the necessary awareness and practical involvement of the community, lack of trained teachers for special needs education, and lack of the necessary awareness and practical involvement of teachers were identified as some of the major challenges in implementing SIP. At present it was found that most of the schools covered by this study are at the Implementing/Functioning level of the School Improvement Programme, indicating that they have to work hard to rise to the embedded level. The study has also disclosed that the school improvement programme will have significant prospects in terms of enhancing the learning and teaching process, in bringing about a healthy and safe education environment, and in creating a strong partnership between the community/parents and the school; among others. In order to overcome the challenges and to realize the objectives of the programme, the study has recommended integrated efforts of all stakeholders of the programme mainly, the school community; the external community including parents and the Government.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background

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

The Country consists of two rugged highland masses divided by the rift valley with three climatic zones, namely the Dega (temperate plateau with annual average temperature of 15°C), Woina Dega (intermediate with annual average temperature of 22°C) and Kola (hot lowlands, with an annual average temperature of 26° C).

According to Luluseged (1969), Ethiopia “Yemarina Yewetet Midir”, meaning “the land of honey and milk” was regarded in pre-biblical times as an empire with advanced civilization. It has been also claimed that, if the Country’s education is regarded historically,

the Ethiopian church schools represent the oldest continuous system in the world (Cameroon, et al, 1983:95). This indicates that Ethiopia has a long history of education. However, a major progress was not observed in the expansion of quality modern secular education in the Country over the last centuries, in spite of the attempts made in the last decade. As a result, the Country has one of the world's worst education and development indicators that could not improve its people's subsistence agriculture. For instance Ethiopia's HDI rank in 2007/08 was 169 out of 177 countries covered by the UNDP Human Development Index (UNDP, 2007).

Although, the current government's commitment in the expansion of general education seems encouraging, number of schools and enrolment alone do not indicate the progress of the general education sub-sector, without ensuring quality, equity and efficiency (internal and external efficiency). This situation necessitates a thorough investigation of the recently introduced SIP in terms of the domains, elements and selected indicators set out for implementation in Addis Ababa City Administration.

Addis Ababa City Administration is one of the two city administrations of Ethiopia. It was founded in 1887 during the reign of Emperor Menelik. Currently Addis Ababa has a population of about 2.7 million (Federal Republic of Ethiopia Population Census Commission, 2008). As of academic year 2006/07, there were 519

primary and 123 secondary governmental and nongovernmental schools in the city. 93 of the primary schools (with a total of 177,375 students and 5,605 teachers) and 31 of the secondary schools (with a total of 87,603 students and 2431 teachers) are governmental schools (MoE, 2008).

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

1.2. Statement of the Problem

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

Carrying out research in education at different corners of the Country is also as important as the pressing need for expanding educational opportunities and for improving the quality at all levels as well as for planning, implementing, monitoring and evaluating the performance of the education system. The Ethiopian Education and

Training Policy (ETP) of April 1994 also points out research in education as one of its specific objectives (MOE, 1994).

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

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

When a new programme is introduced it may face many challenges in its implementation. Since SIP is also a new programme under implementation, we can not say that it is being implemented perfectly. Even if we assume that it is being implemented properly, an assessment of the achievements, challenges and prospects is essential. Above all, SIP is a dynamic process that involves many stakeholders and resources as its input, process/throughput, output, outcome, and impact. However, the Ethiopian SIP's achievements, challenges and prospects have not yet

been assessed to identify the strengths, weaknesses, threats and opportunities through research.

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

1.3. Research/Basic Questions

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

1. To what extent is the teaching and learning process successful in the schools?
2. What does the existing school environment (in terms of healthy and safe condition for students' learning) look like in implementing SIP?
3. What is the actual school leadership and management practice in implementing SIP, compared to those indicated in the blue print?

4. To what extent is the community involved in the planning, implementation, monitoring and evaluation activities of SIP at different levels?
5. What is the existing level of implementation of the school Improvement Programme in the schools?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to identify the achievements made so far and the challenges encountered in implementing the School Improvement Programme (SIP) as well as its prospects for improving the quality of education as per the domains indicated in the blue print.

1.4.2. Specific Objectives

The specific objectives of the study were to:

- ◆ assess the accomplishment of the teaching and learning process in the schools vis-à-vis the indicators of learning and teaching domain indicated in the SIP framework.
- ◆ examine the availability of conducive (safe and healthy) school environment for students.
- ◆ investigate the existence of appropriate leadership and management in the schools.

- ◆ examine the extent of community involvement/participation in the planning, implementation, monitoring and evaluation of SIP at different levels.
- ◆ identify the major achievements made so far.
- ◆ elucidate the major challenges encountered in implementing SIP and the remedies used/attempted.
- ◆ identify and classify the current level/stage of the schools (as categories of aspiring, developing, implementing, embedded) on the basis of their self evaluation exercise.
- ◆ examine the prospects of the programme in ensuring quality education in the general education sub sector.

1.5. Significance of the Study

Although the study is delimited to a sample of Government primary and secondary schools in Addis Ababa City Administration, it is expected to be significant in identifying the achievements made so far, the challenges encountered and the prospects to come, in the implementation of SIP and in the attempt of improving schools. Moreover, it is expected to be significant in putting forward recommendations to retain the best practices and to overcome the challenges for future effective and efficient implementation of the programme. It is also believed to serve as a foundation for further similar studies in all regions and hence to throw light on the issue and

draw the attention of the different stakeholders for its successful implementation.

1.6. Delimitation (Scope) of the Study

The study was delimited to a sample of 24 (about 28% of the total) public/government primary and secondary schools in Addis Ababa City Administration. Since SIP has four domains, 12 elements and 150 indicators, the study was also delimited to about 49% of the variables (indicators) under the four domains and their respective elements of the SIP framework.

The next table (Table 1) shows the number of indicators under each domain of the SIP framework and those included in the study.

Table 1. Percentage of SIP indicators included in the study

Domain	Total Number of Indicators	Indicators Included and percent of total (N=150)
Domain 1: Learning and Teaching	44	24 (55%)
Domain 2: School Environment	35	18 (51%)
Domain 3: Management and Leadership	47	18 (38%)
Domain 4: Community Involvement	24	13 (54%)
Total	150	73 (49%)

1.7. Limitations of the Study

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

1.8. Definition of Terms

The following are definitions of some key terms used in the study.

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

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

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

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

1.9. Organization of the Study

This thesis is organized in five chapters. The first chapter deals with the introduction which comprises of the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation and limitation of the study, definition of terms and organization of the study.

Chapter two is the review of related literature. It consists of the basic concepts, explanations, and research findings on school improvement contributed by various authors and researchers.

Chapter three presents highlights of the type of research design and methodology used, source and type of data, sampling method and sample size, instruments and method of data collection as well as methods of data analysis. Chapter four presents the results and discussion. Chapter five provides the summary, conclusions and recommendations of the study. Finally, a list of references used in this study and relevant appendices are attached.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. The main points included in this chapter are: the importance of education for development, the concept of school improvement, importance of school improvement, school improvement domains and elements considered for improvement, the conceptual framework, school self evaluation, levels of SIP implementation in schools and the SIP framework in terms of cycle of implementation.

2.1. Importance of Education for Development

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

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

Besides, education reduces fertility, improves health and reduces HIV/AIDS, and enables people to participate fully in the economy and in society (Swaminathan and Rawal, 2000).

Education is associated with better health outcomes, and has a positive impact on better infant and child survival. There is a strong correlation between education and life expectancy. Especially education of females is identified as the most effective channel for the reduction of fertility and mortality of infants and children (UN, 1993; UNESCO, 1994; UNICEF, 1995; Bicego and Ahmed, 1996:33; Bandarage, 1997; Swaminathan and Rawal, 2000). For instance, studies in Kenya demonstrated that 10.9 percent of children born to women with no education die by age five, compared to 7.2 percent of children of women with primary school education (UNFPA, 2000).

Education affects fertility in a variety of ways, such as increasing age at first marriage, decreasing the demand for many children, imparting knowledge, attitude and practice of different fertility regulations, empowerment of women, etc.(Psacharopoulos and Woodhall, 1985; UN, 1993; Bandarage, 1997; Swaminathan and Rawal, 2000; UNFPA, 2000).

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

According to analysis made for Sub-Saharan Africa, Asia, Latin America and the developed nations, the private and social returns to investment in primary and secondary levels of education were found higher than that of tertiary level (Psacharopoulos, 1993, in Todaro and Smith 2007). Table 2 below reveals the above situation.

Table 2. Social rates of return to investment in education by level of education, country, type, and region

Country Type and Region	Social Rate of Return (%)		
	Primary Education	Secondary Education	Higher Education
Developing			
• Sub-Saharan Africa	24	18	11
• Asia	20	13	12
• Latin America	18	13	12
Developed	14	10	9

Source: Psacharopoulos, 1993 (in Todaro and Smith 2007:405).

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

That is why the right of all individuals to education is articulated in many international conventions and documents, including Article 26 of the 1948 Universal Declaration of Human Rights, which states that everyone has the right to education and education shall be free at least in the elementary and fundamental

stages. It further elaborates that elementary education shall be compulsory (UNDP, 2000).

Similarly UNDP, UNESCO, UNICEF, and the World Bank jointly convened the World Conference on Education for ALL, in Jomtien, Thailand (in 1990), at which the Jomtien Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs was adopted (UN, 1998). The World Education Forum (26-28 April 2000, Dakar) also adopted the Dakar Framework for Action, Education for All during which, the participants of this conference reaffirmed the vision of the World Declaration on Education for All adopted ten years earlier in Jomtien (UNESCO, 2000). The Millennium Summit/Declaration of September 2000, that adopted the global compact known as the Millennium Development Goals (MDGs) as indicated earlier, is another important comprehensive convention in this regard.

2.2. The Concept of School Improvement

A school system is a dynamic system where input, throughput, and output processes are continually underway. This continually changing feature of a school system demands it for a continuous improvement. Although the concept of School Improvement dates back to the 1960s, it was strengthened in the mid 1980s, following the establishment of the OECD sponsored International School

Improvement Project (ISIP) that established a distinctive body of knowledge which became internationally recognized (Reynolds D., Bollen R., Cremers B., Hopkins D., and Stroll L., 1996).

School improvement is defined in ISIP as a systematic, sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (van Velzen et al. in Hopkins D., 1989). According to Barends (2004), the term School Improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning.

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

Plan International initiated school improvement program is an education program supporting basic education in the developing world, with the aims of ensuring support to every aspect of a school essential in creating the best learning environment for children; promoting the active participation of children and communities in school governance; and holding the individual school management accountable for children's

enrolment, attendance, learning and successful completion (Plan International, 2004).

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

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

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

to gather this kind of data. By comparing the new data to the initial information on which the plan was based, they and the public can measure the success of their improvement strategies.

2.3. Experiences of other Countries

The United States of America and the United Kingdom were the pioneers in starting the School Improvement Programme. The International School Improvement Project (ISIP) under the coordination of the Organization for Economic Cooperation and Development (OECD) also strengthened the practice in the 1980s uniting the 14 OECD countries (Reynolds, et al, 1996). At present, many other countries are also implementing School Improvement programmes. For instance, since 2001, Plan International has been implementing School Improvement Programmes in hundreds of schools in 20 countries across Africa, Asia and the Americas (Plan International, 2004).

Experiences of a few number of the above mentioned School Improvement Programme implementing countries are explained below in pursuit of lessons for the Ethiopian context.

United Kingdom: In the United Kingdom the 'Improving the Quality of Education for All (IQEA)' is considered as one of the successful School Improvement attempts in the world. The project was established initially based at Cambridge University. Since then it has operated in over fifty schools across England and Wales and additionally has

incorporated schools in Iceland, Puerto Rico and South Africa into the programme. The project is currently led by staff at two universities in the United Kingdom, Cambridge and Nottingham. Both these universities provide the academic leadership and vision for the programme and represent the focal point for IQEA schools.

The IQEA model of school improvement is based upon a fundamental belief in the relationship between teachers' professional growth and school development. It is the project's view that schools are more likely to strengthen their ability to provide enhanced outcomes for all pupils when they adopt ways of working that are consistent both with their own aspirations as a school community with the demands of external change. As research evidence consistently demonstrates that successful schools use external change agendas for internal purposes, the project believes in harnessing the possibility for internal change through external pressure. Its central premise is that without an equal focus on the development of capacity, or internal conditions of the school, innovative work quickly becomes marginalized (MOE, 1998 E.C.).

Canada: In Canada the Manitoba School Improvement Programme (MSIP) was undertaken by a charitable organization since 1991, and gave emphasis on enhancing schools' capacity for development by involving staff, students and the community at large. It also gave due attention to teacher development and professional growth (Harris, A. 2000). Established initially with a very definite urban focus, the program has in

recent years expanded to include some of the province's rural and northern schools within its network.

Just as internal and external evaluation processes are a key element of each MSIP school's programme, it has been as central part of the whole MSIP endeavor. Each MSIP school is assessed on a common set of criteria, and projects have to be school based and teacher initiated; should focus on the needs of the adolescent students; have to address fundamental issues of educational improvement and student learning for at risk students; have to have the potential for long term impact on the school; and should be designed or developed to incorporate a collaborative and participatory approach within the school and include an appropriate evaluation component (Earl and Lee, 1998).

United States: In the United States different states have been implementing school improvement programmes. The Boston School Improvement Programme is one such School Improvement initiative focussing on the six essential issues namely: school wide instructional focus, student work and data, professional development plan, learning and best teaching practices, alignment of resources with instructional focus and involvement of parents and community (MOE, 1998 E.C.).

Another example of School Improvement Programme implemented in the United States is, the Chicago School Improvement Programme which focuses on five school domains in contrast to that of Ethiopia and Australia which have four domains. The domains are: school

management, community support, student catered learning environment, professional development and quality learning experience. Self evaluation is conducted on the basis of the five domains (MOE, 1998 E.C).

The Netherlands: In the Netherlands the Plan Netherlands Project coordinated by the Netherlands National Office (NLNO) has been undertaken in 25 countries, including Ethiopia (MoE, 1998 E.C.).

Kenya: School Improvement Kenya is a programme based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this programme by collecting data through classroom observations; semi structured interviews with key project administrators, teachers, and parents; informal interviews with project managers, staff, and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the programme need to ensure that professional-development strategies remain in place, improve the cost effectiveness of clinical staff development, and provide more focused training of head teachers. The emphases on individual schools and child-centred learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and did facilitate students' development of non-cognitive and social skills (Harry, B., 2000).

Other School Improvement Programme initiatives which focussed on sustained teacher development have also been implemented in East Africa since 1985 by Aga Khan Foundation. The programmes include school and district-wide improvement projects (SIPs) supported by the Aga Khan Foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school-based, involve whole schools as the unit of change, emphasize the ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continuous school development, and evolve through partnerships among relevant education stakeholders (Aga Khan Foundation, 2002).

Australia: The Australian School Improvement Programme comprises four domains namely: Learning and teaching, School Environment, leadership and management, and Community Involvement (ACT Department of Education Youth and Family Service, 2004). This programme by and large has many similarities to the Ethiopian School Improvement Programme and it seems that the Ethiopian SIP might have been developed from the Australian one.

2.4. Characteristics of Successful Schools

Different authors have identified many characteristics of successful schools all targeting at a common goal of learners' achievement. For instance, Levine and Lezotte (199, in Hargeaves D. and Hopkins D. 1994) have found the following as the most consistent correlates of successful schools:

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1. Productive school Climate and culture which comprises: orderly environment; staff commitment to a shared and articulated mission focussed on achievement; problem solving orientation; staff input into decision making; staff cohesion, collaboration, consensus, communications and collegiality; and school-wide emphasis on recognizing positive performance.
2. Focus on student acquisition of central learning skills, comprising of: maximizing availability and use of time for learning; and emphasis on mastery of central learning skills.
3. Appropriate monitoring of student progress.
4. Practice oriented staff development staff development at the school site.
5. Outstanding leadership reflected by: vigorous selection and replacement of teachers; Maverick orientation and buffering; frequent personal monitoring of school activities, and sense-making; high expenditure of time and energy for school

improvement actions; support for teachers; acquisition of resources; superior instructional leadership; and availability and effective utilization of instructional support personnel.

6. Salient parent involvement.
7. Effective instructional arrangements and implementation accompanied by successful grouping and related organizational arrangements; active/enriched learning; effective teaching practices; emphasis on higher-order learning in assessing instructional outcomes; coordination in curriculum and instruction; easily availability of abundant, appropriate instructional materials; classroom adaptation; stealing time for reading, language and mathematics.
8. High functioning expectations for students.
9. Other possible correlates such as: student sense of efficacy; multicultural instruction and sensitivity; personal development of students; and rigorous equitable student promotion policies and practices.

Another important feature of most successful School Improvement Programmes has been their focus on a limited number of change strategies at any one time (Levine, 1992 in Hargeaves D. and Hopkins D. 1994). Similarly, the Wisconsin Department of Public Instruction (2000) has indicated: availability of vision (having a common understanding of goals, principles, and expectations for every

ones in the learning community), leadership (having a group of individuals dedicated to helping the learning-community reach its vision), high academic standards (describing what students need to know and be able to do), standards of the heart (helping all within the learning community become caring, contributing, productive, and responsible citizens); family, school and community partnership; professional development (providing consistent, meaningful opportunities for adults in the school setting to engage in continuous learning); evidence of success (collecting and analyzing data about students, programmes and staff).

In general, as it was mentioned above, although a lot of characteristics of successful schools have been generated based on research regarding school reform and improvement, the essential dynamic is that the quality and diversity must be a part of every aspect of education that is successful at helping all students achieve academically and helping them to be caring, contributing, productive, and responsible citizens.

2.5. SIP Domains & Elements Considered for Improvement in the Ethiopian Context

In its attempts to ensure the quality of education in the Country, the Government of Ethiopia has been engaged in formulating and implementing different policies and programmes. One of the

landmarks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy as well as the Education Sector Development Programs (ESDP I -III) in place. Another programme recently developed and currently under implementation is the General Education Quality Improvement Package (GEQIP) which has the following six important pillars in it.

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

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

The School Improvement Program (SIP) comprises four domains, 12 elements (three elements in each domain), 29 standards and 150 indicators; all of them targeting at improving students' performance in the general education sub sector. According to the School Improvement Program Framework of the MoE (1999 E.C.), School Improvement is described as a concept that has a major goal of improving students' performance in schools through the development of a School Self-Assessment System which is undertaken against the

four 'school domains'. The four domains include: a) the teaching-learning process, b) school leadership and management, c) safe and healthy school environment, and d) relations among parents, community and school which is expressed as community involvement domain (MoE, 199 E.C.).

The elements and indicators of SIP are interdependent and complementary to each other, which are directed towards attaining the major goal of improving students' performance. A detailed explanation of the domains of SIP along with their respective elements, standards and selected indicators considered for the current study as they appear in the School Improvement Framework of the Federal Ministry of Education (MoE, 1999 E.C.) are given in the next sub sections.

2.5.1. Learning and Teaching Process Domain

Quality learning and teaching is evidence based, futures oriented, creating an empowered community of learners in which teachers and students are challenged to pursue excellence and realise their potential. The Learning and teaching domain has the following three elements.

Element 1: The quality of teaching

The quality of teaching is realized by ensuring the fulfilment of the following four standards. The indicators of achievement selected for each standard in the current study are also given.

Standard 1. Evidence of teacher professionalism and learning has to be reflected to enhance the quality of teacher practice.

The following performance indicators were selected to check the fulfilment of this standard in the implementation of SIP in Addis Ababa City Administration.

1. The school has to have a set of collaboratively developed values and beliefs about the principles that underpin a strong foundation for quality learning and teaching.
2. Teachers have to accept that students learn at different rates and vary teaching methods accordingly.
3. Teacher talk has to be focussed on learning.
4. Teachers should share the purpose/objectives of lessons with students.
5. Explanations and instructions given by teachers in class lessons have to be clear and explicit/to the point.
6. Teachers have to be positive role models for their students and have to show respect for them so that students feel safe and confident leading to mutual respect
7. Teachers have to respect students' rights and provide proper support with no discrimination on the basis of any special need, gender religion and ethnic background.

Standard 2. Teachers' proficiency, commitment, high expectations and enthusiasm have to be strengthened in teaching.

Availability of up-to-date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods has been selected/considered in pursuit of studying this standard.

Standard 3. Teachers' professional knowledge and values have to be developed and used.

Performance indicators considered for this standard were:

1. Planning and implementation of peer teaching and experience sharing practices of teachers in the schools.
2. Availability of good subject knowledge in teachers and application of this effectively in the classroom.
3. Ensuring that teachers teach on the basis of their annual plans and daily lesson plans.
4. Teachers' use of a variety of teaching approaches, dependent on students, context, curriculum topic and desired outcomes.

Standard 4. Evidence that teachers encourage and support students to link what they learn in school with the world outside the school; and to explore the objective reality of their locality.

The performance indicators considered for this standard were:



1. Students' involvement in community based programs and school clubs which develop their understanding of wider issues.
2. Teachers' efforts to extend students' thinking into real life situations.

Element 2: Learning and Assessment

The following four standards and selected respective indicators were used in the study.

Standard 1. Evidence that the school holds high expectations for student achievement.

This was seen in terms of the following two performance indicators:

1. Does data collected on students' achievements clearly show progresses measured against the starting point of SIP implementation?
2. Are data collected from school and class self-evaluation analysed to provide information about areas of strength and areas requiring further attention and development?

Standard 2. Evidence that students are actively involved and motivated to learn.

This standard was studied by taking the following two indicators of performance.

1. Do students participate/attend actively during classes?

2. Has the school identified possible areas of weaknesses on students that require intervention and has it put strategies in place to develop resilience in students?

Standard 3. Evidence that assessment of learning practices support improved learning outcomes.

Selected performance indicators used for this standard were:

1. Teachers' use of different methods of evaluation appropriate to the grade level of the students and content of the lessons and subjects being taught.
2. Existence of processes/mechanisms in place to ensure/check that there is appropriate feedback given to students.
3. Use of assessment data to improve ongoing learning and teaching experiences for individual and groups of students.

Standard 4. Evidence that reporting practices support improved learning outcomes.

This standard was studied by looking into whether reports to parents/guardians provide interpretive comments about the progress and achievement of their children.

Element 3: Curriculum

Standard considered for the study: Evidence that the curriculum is meaningful, inclusive and appropriate to the developmental stage and needs of the students.

Performance indicators:

1. Curriculum materials (syllabus, textbooks, and teachers' guides) are evaluated by teachers for appropriateness to the needs and developmental stages of students as well as for inclusiveness.
2. The curriculum materials are evaluated by teachers to ensure that they are relevant to the objective reality (context) of the area.

2.5.2. School Environment Domain

A safe and equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favourable environment that addresses the needs of each student. If students are empowered and feel safe in their schools, they can learn with interest. In order to contribute their part and to develop self esteem, students should also be allowed to participate in making decisions about their learning. Below are selected elements, standards and indicators related to student environment domain of SIP incorporated in the current study.

Element 1: Student Focus

Selected Standard and their corresponding indicators: Evidence that the school's main priority is meeting the needs of students.

Performance indicators:

1. Surveys indicate a high level of student satisfaction with the school.
2. Research has attested that transparent, positive and constructive relationships between staff and students are fostered.
3. Suspension rate has decreased, compared to years prior to SIP implementation.
4. Opinion surveys have indicated that students feel confident, self esteem and independent in learning.
5. The school ethos is communicated so as to ensure that students know they have a right to expect courtesy, fairness, respect and excellence in teaching.

Element 2: Student Empowerment

Standard: Evidence of resilience, responsibility and self discipline are fostered

Performance Indicators:

1. The school has promoted the participation of students in school decision making; (e.g. School Council, youth parliament and class meetings).

2. The school has provided students with the opportunity to participate in leadership programmes; (e.g. taking part in the leadership of school clubs).
3. Reproductive health and relationship issues are made part of the school programme for all year levels.

Element 3: Student Support

Standard 1. Education environment is safe, supportive, welcoming for all students

Performance Indicators:

1. Student opinion surveys have indicated that the classrooms are convenient and safe learning environments where students are motivated to learn.
2. The school collects and analyses data on robbing, harassment, and violence/beating to produce statistics which are reported.
3. The school collects and analyses data on the performance of girls and has initiated strategies to enhance their confidence, achievement and opportunities.
4. Analysis of data collected from the school community and parents indicate that the school is safe for learning.
5. Allocated school budget includes expenditure on student health and safety.

Standard 2. Inclusion- Students have equal access to learning and are helped to achieve in line with their potential and schools follow the duties and responsibilities described in the Special Needs Education Strategy.

Performance Indicators:

1. The school has a Special Needs Education (SNE) Policy, which is regularly evaluated and follows recommendations of the Special Needs Education Strategy developed by the Ministry of Education.
2. Teachers find ways to know their students and to make early identification of their specific needs.
3. Trained teachers, good support and appropriate materials and facilities are available in the school to manage SNE programmes.
4. Students' specific needs are recorded and attempts are made to adjust programmes, teaching methods and materials so that the students can achieve to their needs and potentials.
5. Gifted and talented students are able to develop to their potential by being provided with more challenging work and enrichment programmes.

2.5.3. Leadership and Management Domain

Leadership and management is the third domain considered in the implementation of SIP. Effective and efficient school leadership and management play a vital role in implementing the School Improvement Programme by putting the school's strategic vision and strategies as well

as by creating a strong collaborative bond among the school community. Presence of effective and efficient school leadership and management enables students and teachers to make the best use of their potential in the learning and teaching process. The next elements, standards and performance indicators were taken in this study to assess the leadership and management domain of SIP implementation.

Element 1: Strategic Vision

Standard 1: Evidence that there is a shared school vision, and goals are reflected in setting school priorities.

Performance indicators:

1. School strategic plans are developed as a result of self assessment.
2. There is an alignment of professional appraisal and professional learning with school goals and vision.
3. The values, ethics, guiding principles and purpose of the school are defined and known by the whole school community.

Standard 2: Future directions are identified

Performance indicator:

1. The effectiveness of teaching and learning in all curricular activities is reviewed regularly.

Element 2. Leadership Behaviour

Standard 1: Sustained school improvement is evident and based on reliable data

Performance indicators:

1. School Improvement priorities are formulated in consultation with the school community.
2. Longitudinal data reflects improved student outcomes.
3. All members of the school community can articulate, in general terms, the school's priorities for the current year.

Standard 2: The school is a professional learning community

Performance indicator:

1. Coaching and mentoring processes by better experienced teachers for staff are established.

Standard 3: Relationships are based on collegiality and mutual trust

Performance indicators:

1. Staff and parent surveys confirm that positive relationship exist within the school community.
2. Staff members are able to demonstrate significant involvement in school decision making.
3. The school has a professional code of practice and a conflict resolution process.

Standard 4: Accountability for student learning outcomes is accepted by all stakeholders

Performance indicators:

1. The school management has fulfilled its professional responsibility to monitor, moderate and evaluate the SNE policy.
2. School priorities/directions are based on student performance information and assessment data.
3. The School Improvement Committee's Annual Report is completed and disseminated to all stakeholders.

Standard 5: School decision making and governance is shared

Performance indicators:

1. Minutes of P.T.A and School Improvement Committee and the Student Representative Council meetings indicate a high level of participation in school decision making and governance.
2. The decision-making processes are clearly described, practical, substantiated, and recorded.

Element 3: School Management

Standard 1: Resource management supports educational programs and progress

Performance indicator:

1. Human, material and financial resources are managed, aligned and used to support the achievement of high levels of student achievement.

Standard 2: Effective communication with all stakeholders is ensured.

Performance indicator:

1. Regular and effective communication with all stakeholders is ensured/in place.

2.5.4. Community Involvement Domain

Developing quality partnership and network with parents and society enable schools to provide quality education.

Element 1: Partnership with parents and caregivers

Standard 1: Parents and guardians are actively involved in their children's learning

Performance Indicators

1. Parents comment on their children's homework.
2. The number of parents/guardians who attend school events is high. (Attendance or participation of parents/guardians in school events has improved).
3. Parents/guardians and students are able to articulate the school's major values and principles.

Standard 2: There is effective communication between the school and parents/guardians

Performance Indicators:

1. A regular schedule of reporting student programs and achievements exists.
2. Parents indicated high satisfaction rate of reporting processes.
3. There is active involvement/participation in formal structures such Parent-Teacher Association and Kebele Education Management and Training.

Standard 3: Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning.

Performance Indicators:

1. Class teachers' records identify the frequency and analysis of contact with parent and guardians.
2. School records document the number of parents and guardians who help in the school.

Element 2. Engaging the Community

Standard 1: Partnership with the community and external organizations are fostered

Performance Indicators:

1. There is a school policy which embraces community involvement.

2. The school has a commitment to educating and supporting parents and the community, through, for example, literacy programs and information on unsafe/harmful traditional practices.
3. The school has records of the number of students engaged in community-based programmes.

Element 3. Promoting Education

Standard 1: The school is promoted positively to outside community

1. The school produces public relations materials and distributes them widely inside and outside the school community.
2. The school newspaper/brochure or newsletter is current, attractive and interesting.

2.6. Conceptual Framework (SIP Domains & Elements and SIP Process)

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

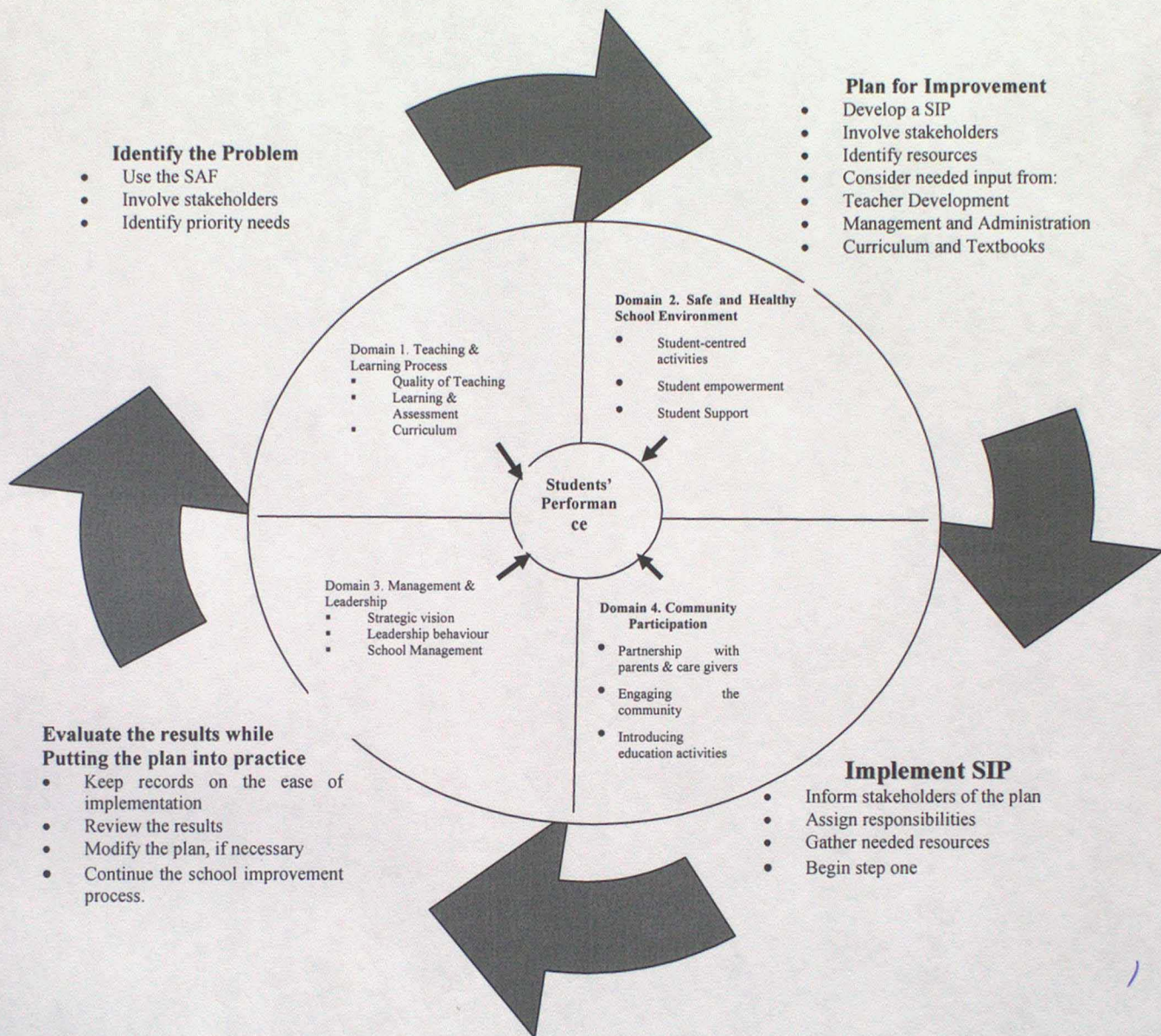


Figure 1. Conceptual Framework (Source: Modified from MoE, 1999 E.C.)

2.6.1. The SIP Process

School Improvement Programme is a dynamic process that involves three phases namely: problem identification, planning improvement, programme implementation and evaluation of results every three years so that continuous improvement can be guaranteed (MOE, 1999 E.C.). Each of the phases of SIP is described in this sub section.

2.6.1.1. Identify the problem

Problem identification is the first step in developing a SIP plan. At this stage of the process, each school will do a self-assessment using the School Self-Assessment Form (SAF) with the involvement of teachers, students, parents, and community representatives in the process. Together they judge themselves using the Indicators of Practice indicated in the School Improvement Framework some most of which were explained in 2.5 above. This may be employed to assist the schools in identifying their levels of implementation and to improve the quality of education by singling out those needs of highest priority.

2.6.1.2. Plan for change

In the second stage, using the information from the SAF and the needs with the highest priority, all stakeholders are invited to share their ideas on how to plan to meet the prioritized needs. A school improvement committee (SIC) gathers all the suggestions and concerns and prepares a draft School Improvement Plan (SIP). Consideration is given to the availability of resources including funds, personnel, materials, etc. The committee is also expected to reflect on the feasibility based on time constraints and available resources. When the draft is completed, the school Improvement Committee (SIC) shares it with stakeholders to build consensus and support for the plan. The final SIP includes steps to accomplish the plan, timelines, procurement of

resources, a description of information and data to be collected, a commitment to frequently monitoring the implementation to assure the plan is working well, and anticipated outcomes.

2.6.1.3. Implement the SIP

At this stage, the personnel involved in carrying out the SIP are assigned responsibilities for the various parts of the plan. Each assures that the resources are available for his/her component of the plan, training is provided as necessary, and functioning of the program is monitored. Suggested necessary revisions are given to the SIC for consideration and required changes. Communication is provided to all stakeholders through meetings, newsletters, and other means identified by the school throughout the implementation of the SIP.

2.6.1.4. Evaluate the results

Throughout the implementation of the SIP, frequent monitoring of progress is conducted based on the SIP description of required data. The SIC will review the data as outlined in the SIP timelines with the individuals with responsibilities in that area. Final outcomes are shared with all stakeholders through a mechanism identified by the school.

2.7. Schools' Self-Evaluation

Schools have four major stages in which they rate/evaluate themselves using the Self-Assessment form. These stages are: Aspiring,

Developing, Implementing, and Embedded. Each of the four stages has its own criterion against which the whereabouts of the individual school will be measured. However, there are times that the schools may find themselves in the Early Stage, which is characterized by the fact that the schools have not yet started to identify areas for improvement. Finding out such predicament is supposed to help the school identify where improvement plans and development strategies need support and guidance. On the basis of their self assessments schools are classified into four levels as explained below (MOE, 1999E.C.).

2.7.1. Levels of SIP Implementation in Schools

According to the Ministry of Education, there are four levels of SIP implementation, namely: aspiring, developing, implementing/functioning, and achieving/embedded (MOE, 1999 E.C.), which are explained in the next sub sections.

2.7.1.1. Aspiring

The school has evidence that it is beginning to identify areas for improvement in that some key areas for development have been identified, but has not yet set priorities, or not yet involved the participation of staff or of the school community and has a limited idea of its strengths and weaknesses.

2.7.1.2. Developing

The school has evidence that it is developing plans for improvement in some key areas, i.e., it has a satisfactory understanding of its strengths and weaknesses and a good understanding of the direction in which to move and how to do so. But it has not yet started to implement these plans.

2.7.1.3. Implementing/Functioning

The school has evidence that it has planned for and implemented a number of strategies and systems to lead to improvement in identified priority areas. That is, there is evidence that plans and strategies that have been implemented are effective. Systems are in place to lead to improvement. The staff is involved in the review and evaluation of the success of improvement plans.

2.7.1.4. Embedded/Achieving

The school has developed well thought-out plans for improvement and has evidence of sustainable and very effective strategies in place. Plans are regularly reviewed and evaluated to set new objectives and all staff and stakeholders participate in this process. Strategies are well embedded and evidence of sustained school improvement is based on reliable data. Good quality learning is evidenced. The whole school community reflects a common ethos of good practice and high aspirations.

CHAPTER THREE

3. RESEARCH METHODOLOGY

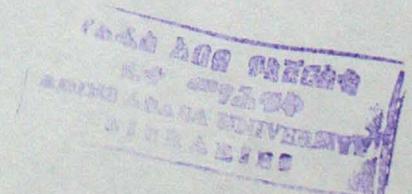
3.1. Method

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

3.2. Source and Type of Data Used in the Study

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

46
12
34



3.3. Target Population, Sampling Method Used and Sample Size

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

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

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

6. All experts at Addis Ababa City Administration Education Bureau, attached to SIP implementation; and
7. All experts at the Federal Ministry of Education who are/were involved in SIP implementation.

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

The rationale for using stratified random sampling for the study was the assumption that the socioeconomic condition across sub cities of Addis Ababa City Administration is not the same. For instance, the educational status and income of parents, the educational facilities of schools, educational facilities made available for students by parents, etc. in Bole Sub City may not be the same as those in Yeka or Kolfe Keranyo sub cities. Similarly all students at different levels and grades may not have the same knowledge in connection with the implementation of the programme, which may give rise to difference in understanding/responding to the items of the questionnaire. That is why it was assumed that there is heterogeneity among the sub cities of Addis Ababa City Administration, and levels of education but homogeneity within a grade. But further stratification by gender was

made in order to capture representatives of both sexes. In this way the students in the city administration were stratified by sub city; students of each sub city were stratified as primary and secondary; then by grade level and finally by gender (as male and female). The next figure shows how the stratification of students was done.

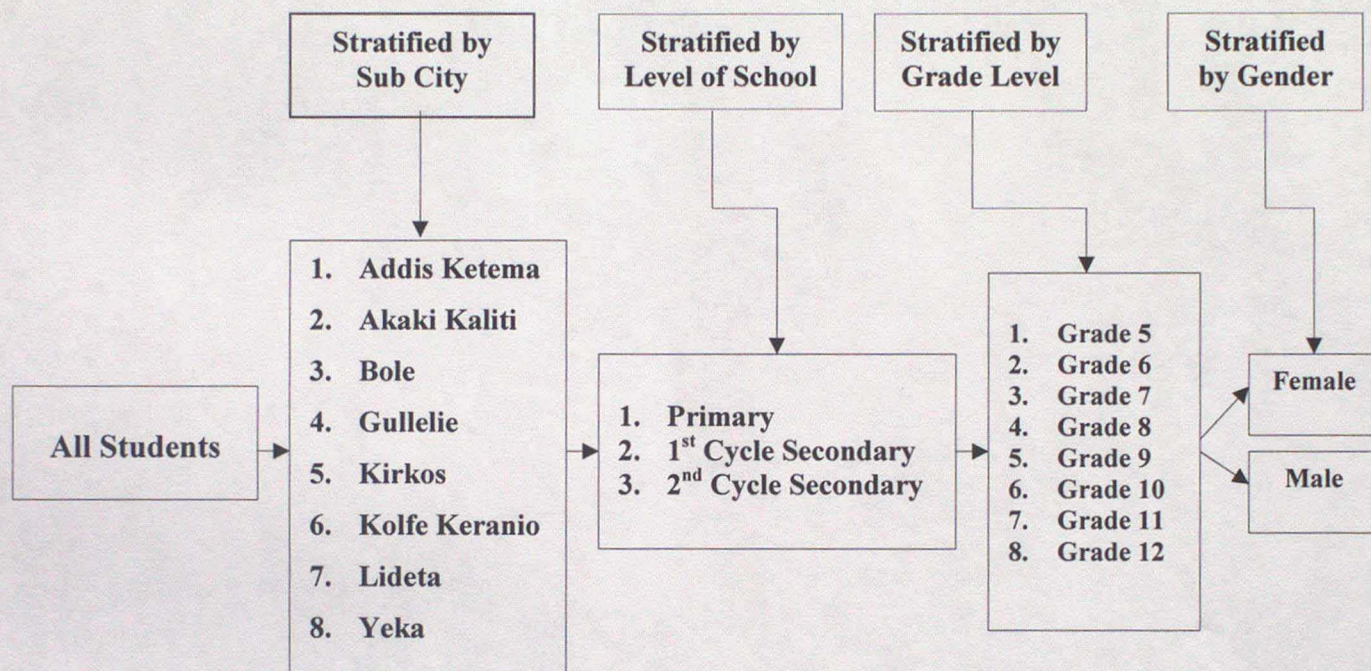


Figure 2. Four levels at which the target population of students was stratified to use a multi stage stratified sampling technique.

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

In contrast to the sampling method used at the school level, all experts attached to GEQIP/SIP participated in the study in providing data at the kebele, sub city, city administration and federal ministry

levels; since the number of experts in charge of SIP implementation in the respective offices was relatively small (in most cases less than five experts at each level).

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

3.3.1. Selection of Sample Schools

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

instruments of the current study, only sample students from grades 5-8 were included from the primary level of the general education sub sector. As a result, nine primary schools (about 14%), eight first cycle secondary schools (75%), and seven second cycle secondary schools (about 88%) of the total in each category were selected from all sub cities randomly.

Thus, a total of twenty four primary and secondary schools altogether (about 28% of the target population of schools from all levels) were included in the study. The next table (Table 3) indicates the number of randomly selected schools from each sub city.

Table 3. Target Population of Schools by Sub City as of 2000 E.C. and Number of Schools included in the Sample.

S.N.	Sub City	Total number of Primary Schools	Total Number of (9-10) Secondary Schools	Total Number of (11-12) Secondary Schools	Number of sample primary schools	Number of sample (9-10) secondary schools	Number of sample (11-12) secondary schools
1	Addis Ketema	7	1	1	1	1	1
2	Akaki Kaliti	9	2	1	1	1	1
3	Bole	7	1	1	1	1	1
4	Gullelie	9	1	2	1	1	1
5	Kirkos	6	2	1	1	1	1
6	Kolfe Keranio	10	2	-	1	1	-
7	Lideta	5	1	1	1	1	1
8	Yeka	13	2	1	2	1	1
Total		66	12	8	9 (13.6%)	8 (75%)	7 (87.5%)

3.3.2. Selection of Sample Students

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

in the study. Details of the number of students included in the sample by sub city and level of school are given below.

Table 4. Sample students by sub city and School level

Sub City	School/Grade Level											
	5-8			9-10			11-12			All Grade Levels		
	M	F	T	M	F	T	M	F	T	M	F	T
Addis Ketema	8	8	16	4	4	8	4	4	8	16	16	32
Akaki Kaliti	8	8	16	4	4	8	4	4	8	16	16	32
Bole	8	8	16	4	4	8	4	4	8	16	16	32
Gullelie	8	8	16	4	4	8	4	4	8	16	16	32
Kirkos	8	8	16	4	4	8	4	4	8	16	16	32
Kolfe Keranio	8	8	16	4	4	8	4	4	8	16	16	32
Lideta	8	8	16	4	4	8	4	4	8	16	16	32
Yeka	16	16	32	4	4	8	4	4	8	16	24	40
Total	72	72	144	32	32	64	32	32	64	128	136	264

3.3.3. Selection of Sample Teachers, Principals and department Heads

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

study as respondents at the school level. This shows that 234 teachers (including department heads and principals) were selected for the sample at the school level.

Table 5. Number of staff members included in the sample by Sub-city

Sub City	Respondent's Category and Number			Total
	Principals/Vice Principals	Department Heads	Teachers	
Addis Ketema	3	15	12	30
Akaki Kaliti	3	12	9	24
Bole	3	15	12	30
Gullelie	3	15	12	30
Kirkos	3	15	12	30
Kolfe Keranio	2	10	8	20
Lideta	3	15	12	30
Yeka	4	20	16	40
Total	24	117	93	234

3.3.4. Selection of Participants from Kebele, Sub-City, City Administration and Federal Levels

For simplicity of identification, this group of respondents has been categorized as higher level management of SIP implementation. All experts working in the General Education Quality Improvement Package (GEQIP) in general and SIP in particular at the Kebele Education and Training Office, Sub City Education and Training Office, City Administration Education Bureau, and Federal Ministry of Education fall in this category and all available members of the category (70 experts at different levels) were involved in the study as respondents. That is, all relevant respondents participated at these levels due to the less number of experts working for SIP, as indicated earlier. Table 6 shows the total number of respondents in this category that took part in the study, by sub city.

Table 6. High level management participants by sub-city

S.N.	Sub-City/Organization	Number of Participant Experts		
		Male	Female	Total
1.	Addis Ketema	3	3	6
2.	Akaki Kaliti	3	0	3
3.	Bole	7	1	8
4.	Gullelie	6	2	8
5.	Kirkos	5	3	8
6.	Kolfe Keranio	7	2	9
7.	Lideta	5	3	8
8.	Yeka	8	2	10
9.	AA REB	6	0	6
10	MOE	4	0	4
Total		54 (77.1%)	16 (22.9)	70 (100%)

3.3.5. Other Respondents

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

3.4. Instrument and Procedures of Data Collection

Different questionnaires and interview guides comprising the four domains and their elements as well as other relevant indicators, were prepared and pilot tested. The over all reliability coefficient (alpha coefficient) of the instrument obtained after analyzing the pilot data collected from staff was found to be 0.982, indicating the adequacy of the instrument. However the reliability coefficient (alpha coefficient) of

the instrument obtained after analyzing the pilot data collected from students was found to be 0.702. As a result the students' questionnaire was revised and tested again. Nevertheless the reliability was improved after revision (with alpha coefficient of 0.86).

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

3.5. Methods of Data Analysis

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

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

This chapter attempts to present the analysis of the data collected through questionnaires, interviews, focus group discussions and direct observation.

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

Interviews were also conducted with the 24 principals (100% of the planned), five heads of Kebele Education and Training Offices (62.5% of the planned), six Heads of Sub-City Education and Training Offices (75% of the planned), one City Administration Education Bureau expert attached to SIP (100%), and four experts at the Ministry of Education attached to SIP implementation (100%). That is, it was not possible to conduct the interview with three heads of Kebele and two Sub City Education and Training Offices as they could not avail themselves for the interview due to meetings and other assignments. Moreover, focus group discussions were conducted with 64 primary and secondary school

students from Yeka and Addis Ketema Sub Cities. The rationale behind choosing the two sub cities is that BPR is being implemented in the former one, while it is not being implemented in the later. However, it was not possible to conduct neither interviews nor focus group discussions with teachers and parents as those requested for this case did not show-up. The purpose of conducting interviews and focus group discussions was for triangulation.

4.1. Characteristics of the Respondents

Students

A total of 264 (132 male and 132 female) students took part in the study as respondents. Out of these 144 (54.6%) were primary, 64 (24.2%) lower secondary, and 56 (21.2%) upper secondary school students. The next table (Table 7) shows the details of participant students by grade level and by age.

Table 7. Respondent students by grade level, age and sex

Grade	Age Group	Respondent's Sex					
		Female		Male		Total	
		(N)	%	(N)	%	(N)	%
5	11-14	14	38.9	15	41.7	29	80.6
	15-18	4	11.1	3	8.3	7	19.4
	Sub Total	18	50.0	18	50.0	36	100.0
6	11-14	14	38.9	14	38.9	28	77.8
	15-18	4	11.1	4	11.1	8	22.2
	Sub Total	18	50.0	18	50.0	36	100.0
7	11-14	8	22.2	11	30.6	19	52.8
	15-18	10	27.8	7	19.4	17	47.2
	Sub Total	18	50.0	18	50.0	36	100.0
8	11-14	7	19.4	4	11.1	11	30.6
	15-18	11	30.6	14	38.9	25	69.4
	Sub Total	18	50.0	18	50.0	36	100.0
9	11-14	4	12.5	3	9.4	7	21.9
	15-18	12	37.5	13	40.6	25	78.1
	Sub Total	16	50.0	16	50.0	32	100
10	15-18	16	50.0	15	46.9	31	96.9
	19-22	-	-	1	3.1	1	3.1
	Sub Total	16	50.0	16	50.0	32	100
11	15-18	13	46.4	12	37.5	25	89.3
	19-22	1	3.6	2	6.3	3	10.7
	Sub Total	14	50.0	14	50.0	28	100.0
12	15-18	14	50.0	11	39.3	25	89.3
	19-22	-	-	3	10.7	3	10.7
	Sub Total	14	50.0	14	50.0	28	100.0
Grand Total		132	50.0	132	50.0	264	100.0

As shown in Table 7, the lowest and highest age limits of the students who took part in the study as respondents were 11 and 22 respectively. It was also found that a good percentage of the students in each grade were above the official age of attendance in that respective grade. For instance about 69% of the grade eight students were found to be in the age group of 15-18, while the official age of attendance for that

grade is 14. Similarly, even though the official age of attendance for grade 7 students is 13, about 47% of the respondents selected from grade 7 were found in the age group 15-18.

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

The distribution of participant staff members in relation to their age group and sex is presented in the next table (Table 8).

Table 8. Respondent staff members by educational qualification, age and sex

Educational Level	Age Group	Respondent's Sex					
		Female		Male		Total	
		N	%	N	%	N	%
Certificate	23-27	4	57.1	1	14.3	5	71.4
	33-37	1	14.3	0	0.0	1	14.3
	43-47	1	14.3	0	0.0	1	14.3
	Sub Total	6	85.7	1	14.3	7	100.0
Diploma	23-27	8	10.3	24	30.8	32	41.0
	28-32	6	7.7	6	7.7	12	15.4
	33-37	4	5.1	1	1.3	5	6.4
	38-42	4	5.1	3	3.8	7	9.0
	43-47	9	11.5	2	2.6	11	14.1
	48-52	1	1.3	5	6.4	6	7.7
	53-57	1	1.3	4	5.1	5	6.4
	Sub Total	33	42.3	45	57.7	78	100.0
First (Bachelor) Degree 10	23-27	21	14.5	49	33.8	70	48.3
	28-32	10	6.9	18	12.4	28	19.3
	33-37	1	0.7	2	1.4	3	2.1
	38-42	2	1.4	5	3.4	7	4.8
	43-47	4	2.8	7	4.8	11	7.6
	48-52	7	4.8	13	9.0	20	13.8
	53-57	3	2.1	3	2.1	6	4.1
	Sub Total	48	33.1	97	66.9	145	100.0
Second (Master's) Degree	33-37	0	0	1	25	1	25
	38-42	0	0	1	25	1	25
	48-52	0	0	2	50	2	50
	Sub Total	0	0	4	100	4	100
Grand Total		87	37.2	147	62.8	234	100.0

As it can be seen from Table 8, out of the total number of staff members (teachers, department heads and principals) who took part in the study as respondents, 37.2% were found to be females and the remaining 62.8% were males. In fact, the selection of teachers was done in such a way that two males and two females be included from each school. On the other hand, most of the randomly selected department heads were found to be males; indicating that a lower proportion of females were department heads compared to males. Moreover, all principals of the selected schools were found to be males. This situation has contributed to the lower percentage of female staff members included for the study. Comparison of participant staff members' age group has also shown that the highest portion of participants (close to 46%) were found to be in the age group 23-27 followed by those in the age group 28-32 (17%).

Looking into the educational characteristic of participant staff members, it was found that about 62% of them were first degree holders followed by 33% diploma, 3% certificate and 1.7% second (master's) degree holders.

With regard to service year of respondents, the study has shown that most of the respondents (47%) have served for 1-5 years; followed by 24% and 16.2% of those who have served for more than 20 years and 6-10 years respectively.

Table 9 below also shows the distribution of educational background, age and sex of respondents selected from higher level management of the education system. Experts working at the Kebelle Education and Training Office, Sub City Education and Training Office, City Administration Education Bureau and Federal Ministry of Education levels fall in this category.

Table 9. Educational qualification, age and sex distribution of respondents selected from higher management levels of the education system

Educational Qualification	Age Group	Female		Male		Total	
		N	%	N	%	N	%
Bachelor's Degree	28-32	3	5.6	7	13.0	10	18.5
	33-37	5	9.3	4	7.4	9	16.7
	38-42	0	0.0	5	9.3	5	9.3
	43-47	0	0.0	6	11.1	6	11.1
	48-52	4	7.4	13	24.1	17	31.5
	53-57	1	1.9	6	11.1	7	13.0
	Sub Total		13	24.1	41	75.9	54
Master's degree	28-32	0	0.0	1	6.3	1	6.3
	33-37	0	0.0	3	18.8	3	18.8
	43-47	3	18.8	2	12.5	5	31.3
	48-52	0	0.0	5	31.3	5	31.3
	53-57	0	0.0	2	12.5	2	12.5
	Sub Total		3	18.8	13	81.3	16
Grand total		16	22.9	54	77.1	70	100

As indicated in the above table (Table 9), out of the seventy respondents who participated in the study from, sixteen of them (close to 23%) and 54 of them (about 77%) were females and males respectively. Regarding the age distribution of respondents in this category it was found that most of them (31.4%) were in the age group 48-52 followed by 33-37 (17.1%). Moreover, all respondents at this level were found to have first degree and second degree qualifications, with about 77% of them having first degree and about 23% of them having second degree. This

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

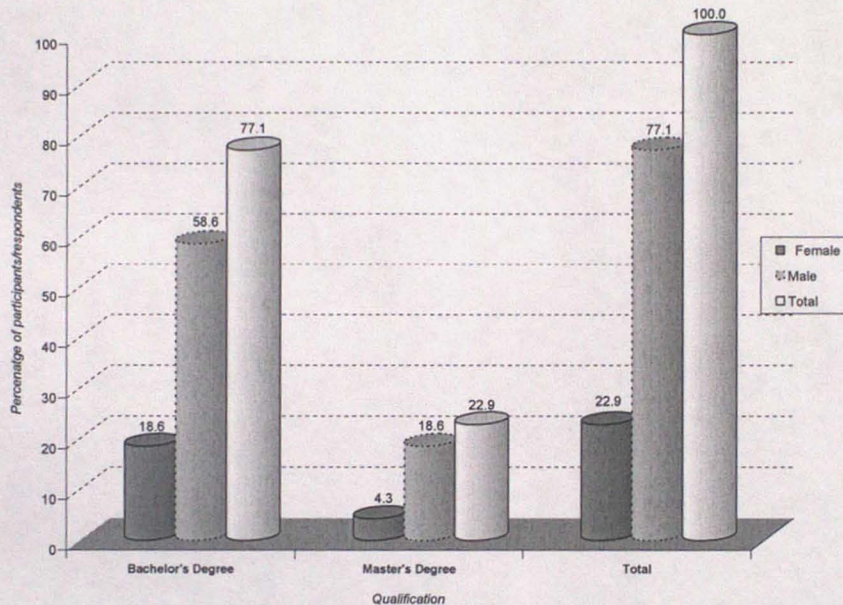


Figure 3. Educational qualification of respondents at higher level of the education management by sex

4.2. Analysis of Data and Results Related to the Basic Questions of the Study

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

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

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

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

However, although there is a renovation and expansion of additional buildings and classrooms in all of the schools covered by the study, it was found from the principals' interviews that most of them did not have other necessary financial and material resources ready for implementing the programme. Interviews held with the respective principals have shown that there is an acute shortage of budget for

availing adequate teaching materials, textbooks, and other reference materials due to a limited public budget allocated to them.

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

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

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

analysis that about 27% of the teaching staff said that they did not know whether their school made adequate preparations in terms of material resources or not. The next table (Table 10) shows the details of the responses found from the analysis of teachers' data in connection with human, financial and material resource arrangements made as part of preparatory activities for implementing the programme.

Table 10. Availability of human, financial and material resources in the preparatory stage for implementing SIP

Types of necessary resources	The extent to which adequate preparation was made (N=210)						Total
	5	4	3	2	1	0	
Human resources	19.0%	33.8%	9.5%	11.0%	8.1%	18.6%	100%
Financial resources	6.7%	22.9%	1.4%	29.5%	11.4%	28.1%	100%
Material resources	10.0%	16.2%	5.7%	27.6%	13.8%	26.7%	100%

5=to a very great extent, 4=to a great extent, 3=undecided, 2=to a lower extent, 1=to a very low extent, 0=Do not know

4.3. Implementation of SIP

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

4.3.1. Learning and Teaching Process Domain

The learning and teaching domain is the heart of the School Improvement programme in the sense that all other domains work as a

system to enhance the learning and teaching process so that students' achievement can be improved significantly.

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

In addition, data pertaining to twenty learning and teaching performance indicators selected as student variables were collected and analysed. Results of the analysis of the performance indicators common to all categories of respondents are presented together and those that are not common are presented separately. Details of the response rates given to the performance indicators of the Learning and Teaching Domain are given in the next table (Table 11).

Table 11. Response rates for performance indicators of the learning and teaching domain

S.N.	Element 1. The Quality of Teaching	Rating Scale and response % (N=56 except for variables 9, 16, 23 & 24)				
		5	4	3	2	1
1.	The school has a set of collaboratively developed values and beliefs about the principles that underpin a strong foundation for quality learning and teaching.	28.7	40.8	11.6	14.1	4.8
2.	Teachers accept that students learn at different rates and vary teaching methods accordingly.	16.0	42.1	8.3	27.3	6.3
3.	Teacher talk is focussed on learning.	44.2	40.7	5.8	8.3	1.1
4.	Teachers share the purpose/objectives of lessons with students.	44.4	39.4	5.6	8.8	1.8
5.	Explanations and instructions given by teachers in class lessons are clear and explicit/to the point.	22.9	50.5	9.2	14.4	3.0
6.	Teachers are positive role models for their students and show respect for them so that students feel safe and confident leading to mutual respect	18.0	38.9	8.3	27.5	7.4
7.	Teachers respect students' rights and provide proper support with no discrimination on the basis of any special need, gender religion and ethnic background.	51.1	30.8	5.3	9.3	3.5
8.	There are up-to-date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods.	9.7	23.2	6.0	45.4	15.
9.	*Peer teaching and experience sharing practices of teachers have been planned and implemented in the school.	22.7	34.2	11.2	28.0	3.9
10	Teachers have good subject knowledge and apply this effectively in the classroom.	35.2	44.2	7.7	11.3	1.6
11	The school ensures that teachers teach on the basis of their annual plans and daily lesson plans.	41.7	33.6	6.7	14.8	3.2
12	Teachers use a variety of teaching approaches, dependent on students, context, curriculum topic and desired outcomes.	23.4	45.2	15.1	13.4	2.8
13	Students are involved in community based programs and school clubs which develop their understanding of wider issues.	28.9	41.0	13.0	12.3	4.8
14	Teachers extend students' thinking into real life situations.	20.1	42.3	11.3	22.2	4.2
Aggregate average response rate favouring achievement of Element 1		68%				
Element 2. Learning and Assessment						
15	Data collected on students' achievements clearly show progress measured against the starting point of SIP implementation.	14.6	34.2	5.5	41.2	4.6
16	*Data collected from school and class self-evaluation is analysed to provide information about areas of strength and areas requiring further attention and development.	22.0	44.1	5.9	25.3	2.6
17	Students participate/attend actively during classes.	14.4	46.3	10.2	22.2	6.9
18	The school has identified possible areas of weaknesses on students that require intervention and has put strategies in place to develop resilience in students	14.8	37.9	4.4	31.3	11.
19	Teachers use different methods of evaluation appropriate to the grade level of the students and content of the lessons and subjects being taught.	18.0	36.6	9.0	29.2	7.2
20	Processes/mechanisms are in place to ensure/check that there is appropriate feedback given to students.	22.2	39.1	6.9	26.2	5.6
21	Assessment data are used to improve ongoing learning and teaching experiences for individual and groups of students.	17.3	35.7	10.9	28.5	7.6
22	Reports to parents/guardians provide interpretive comments about the progress and achievement of their children.	25.7	37.0	6.7	23.8	6.9
Aggregate average response rate favouring achievement of Element 2		58%				
Element 3. Curriculum						
23	Curriculum materials (syllabus, textbooks, and teachers' guides) are evaluated by teachers for appropriateness to the needs and developmental stages of students as well as for inclusiveness. *	13.8	28.9	2.6	45.4	9.2
24	The curriculum materials are evaluated by teachers to ensure that they are relevant to the objective reality (context) of the area. *	14.5	27.6	5.6	44.1	8.2
Aggregate average response rate favouring achievement of Element 3		42%				

5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

* N= 304 for the variables with this sign. because students were exempted from this variable.

As it was described earlier, the learning and teaching domain has three elements. These are: the quality of teaching, learning and assessment, and curriculum. The results of each element are briefly presented and discussed in the next paragraphs on the basis of Table 11.

Element 1. The Quality of Teaching

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

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

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

Element 2. Learning and Assessment

The second element of the learning and teaching domain is learning and assessment. This element was studied because it is important that the schools have to hold high expectations for student achievement, students have to be actively involved and motivated to learn, assessment of learning practices has to support improved learning outcomes, reporting practices have to support learning outcomes. In connection to this element data pertaining to eight performance indicators (see Table 11) were collected and analysed. Consequently, the aggregate percentage of responses of the rating scales 'strongly agree' and 'agree' taken together for the eight learning and assessment indicators was found to be about 58% which is slightly above average. However, the total response rate of the performance indicator/variable on improvement of students' score compared with the starting point of SIP implementation (taking 'strongly agree and agree' together) was found to be 48.8% which is slightly below average. This indicates that the schools and other stakeholders need to work hard to improve the students' achievement to the desired level.

Element 3. Curriculum

In assessing the situation of SIP implementation in the schools by taking two performance indicators pertaining to curriculum, it was found that much has not been done by the schools in this regard. Specifically, the study has shown that curriculum materials are not evaluated by teachers for appropriateness to the needs and developmental stages as well as for inclusiveness. This situation was observed by 45.4% and 9.2% of the respondents who indicated 'disagree' and 'strongly disagree' respectively; where as only 42.7% of the respondents stated 'agree' and 'strongly agree'. Another curriculum related performance indicator considered in this study was, evidence of evaluation of curriculum materials by teachers to ensure that they are relevant to the objective reality/context of the area. Accordingly, it was found that only 42.1% of the respondents stated both 'strongly agree and agree' indicating that it has not been a success in implementing SIP so far.

4.3.2. School Environment Domain

School environment domain is the second domain of the School Improvement Programme, which contributes to students' achievement. Unless there is safe and healthy environment that motivates students to learn and teachers to teach, all efforts targeting at realizing SIP may be fatal. Thus, from the three elements of this domain, eighteen performance indicators of school environment were selected for the

study. Details of the findings for the School Environment Domain are given in Table 12 and the findings pertinent to each element are briefly presented here.

Table 12. Response rates for performance indicators of the School Environment Domain

S.N.	Element 1. Student Focus	Rating Scale and response % (N=568 except for variable with * sign for which students were exempted)				
		5	4	3	2	1
	Performance Indicators					
1.	Surveys indicate a high level of student satisfaction with the school.	6.2	17.3	6.3	54.0	16.2
2.	Research has attested that transparent, positive and constructive relationships between staff and students are fostered.	9.5	30.1	6.0	43.5	10.9
3.	Suspension rate has decreased, compared to years prior to SIP implementation.	27.1	36.4	5.6	23.6	7.2
4.	Opinion surveys have indicated that students feel confident, self esteem and independent in learning.	12.0	25.5	8.8	43.7	10.0
5.	The school ethos is communicated so as to ensure that students know they have a right to expect courtesy, fairness, respect and excellence in teaching.	24.1	37.5	6.7	26.6	5.1
	Element 2. Student Empowerment					
6.	The school has promoted the participation of students in school decision making; (e.g. School Council, youth parliament and class meetings).	28.5	38.2	7.2	17.3	8.8
7.	The school has provided students with the opportunity to participate in leadership programmes; (e.g. taking part in the leadership of school clubs).	32.2	41.0	5.5	14.8	6.5
8.	Reproductive health and relationship issues are made part of the school programme for all year levels.	22.9	38.2	7.0	25.5	6.3
	Element 3. Student Support					
9.	Student opinion surveys have indicated that the classrooms are convenient and safe learning environments where students are motivated to learn.	15.1	25.4	6.7	41.9	10.9
10.	The school collects and analyses data on robbing, harassment, and violence/beating to produce statistics which are reported.	10.9	19.5	6.3	48.2	15.0
11.	The school collects and analyses data on the performance of girls and has initiated strategies to enhance their confidence, achievement and opportunities	23.8	35.4	6.2	28.2	6.5
12.	Analysis of data collected from the school community and parents indicate that the school is safe for learning.	17.1	31.0	6.9	37.9	7.2
13.	*Allocated school budget includes expenditure on student health and safety.	8.9	17.1	6.3	54.9	12.8
14.	The school has a Special Needs Education (SNE) Policy, which is regularly evaluated and follows recommendations of the Special Needs Education Strategy developed by the Ministry of Education.	10.6	22.2	6.0	49.5	11.8
15.	Teachers find ways to know their students and to make early identification of their specific needs.	12.1	26.6	7.4	42.3	11.6
16.	*Trained teachers, good support and appropriate materials and facilities are available in the school to manage SNE programmes.	8.9	19.7	7.2	46.7	17.4
17.	*Students' specific needs are recorded and attempts are made to adjust programmes, teaching methods and materials so that the students can achieve to their needs and potentials.	7.6	19.4	7.6	52.3	13.2
18.	*Gifted and talented students are able to develop to their potential by being provided with more challenging work and enrichment programmes.	7.2	18.1	7.2	51.3	16.1

5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

Element 1. Student Focus

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

Element 2. Student Empowerment

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

Element 3. Student Support

Although education environment has to be safe, supportive, and welcoming for all students, the schools under this study seem to have performed lower in terms of the ten selected variables setup for this

purpose. Because, the average percentage response rate in favour of the indicators of this element given in Table 12 was found to be about 36%.

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



An illustration of an inconvenient school location

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

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

4.3.3. Leadership and Management Domain

School leadership and management hold a very important role in the implementation of the School Improvement programme starting from its inception up to its implementation and impact assessment/evaluation. Principals are the key players in this process. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community. In this study 18 performance indicators were selected from the three elements of the domain. Highlights of the findings of the study in relation to the leadership and management domain of SIP are given below each element based on the details of response rates for each indicator presented in the next table (Table 13).

Table 13. Response rate relating to leadership and management domain of SIP

S.N.	Element 1. Strategic Vision	Rating Scale and response % (N=568 except for variable with * sign)				
		5	4	3	2	1
	Performance Indicators					
1.	*School strategic plans are developed as a result of self assessment.	22.0	41.4	15.1	17.4	3.9
2.	*There is an alignment of professional appraisal and professional learning with school goals and vision.	16.1	46.1	11.2	23.0	3.6
3.	The values, ethics, guiding principles and purpose of the school are defined and known by the whole school community.	22.0	37.5	12.3	22.5	5.6
4.	*The effectiveness of teaching and learning in all curricular activities is reviewed regularly.	14.5	33.3	13.5	35.6	3.0
	Element 2. Leadership Behaviour					
5.	School Improvement priorities are formulated in consultation with the school community.	19.2	32.6	8.8	34.7	4.8
6.	*Longitudinal data reflects improved student outcomes.	13.2	41.8	3.9	39.1	2.0
7.	*All members of the school community can articulate, in general terms, the school's priorities for the current year.	14.5	37.2	5.9	40.1	2.3
8.	*Coaching and mentoring processes by better experienced teachers for staff are established.	26.0	43.4	4.3	23.0	3.3
9.	Staff and parent surveys confirm that positive relationship exist within the school community.	13.2	27.3	10.7	43.0	5.8
10.	Staff are able to demonstrate significant involvement in school decision making.	24.5	37.3	5.1	27.8	5.3
11.	The school has a professional code of practice and a conflict resolution process.	24.1	32.9	6.3	30.3	6.3
12.	The school management has fulfilled its professional responsibility to monitor, moderate and evaluate the SNE policy.	15.7	25.0	6.0	45.6	7.7
13.	School priorities/directions are based on student performance information and assessment data.	25.9	36.1	3.3	32.0	2.6
14.	The School Improvement Committee's Annual Report is completed and disseminated to all stakeholders.	13.4	21.3	4.0	50.7	10.6
15.	Minutes of P.T.A and School Improvement Committee and the Student Representative Council meetings indicate a high level of participation in school decision making and governance.	22.0	35.7	7.7	29.0	5.5
16.	The decision-making processes are clearly described, practical, substantiated, and recorded.	18.7	31.5	8.5	37.5	3.9
	Element 3. School Management					
17.	*Human, material and financial resources are managed, aligned and used to support the achievement of high levels of student achievement.	12.2	29.6	9.5	43.1	5.6
18.	*Regular and effective communication with all stakeholders is ensured/in place.	13.2	34.2	9.5	39.1	3.9

5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

Element 1. Strategic Vision

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

Element 2. Leadership Behaviour

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

Element 3. School Management

Assessing whether human, material and financial resources are managed, aligned and used to support the achievement of high levels of

student achievement as well as availability of regular and effective communication with all stakeholders in place were the two performance indicators taken for this element. Accordingly the average response rate for these indicators (taking strongly agree and agree together) was found to be about 45%, indicating a low performance.

4.3.4. Community Involvement Domain

As it can be seen in Table 14 below, most indicators of this domain have no satisfactory response rates in the positive direction.

Table 14. Response rates to the community involvement domain of SIP

S.N.	Element 1. Partnership with Parents and Guardians	Rating Scale and response % (N=568 except for variable with * sign, where N=304)				
		5	4	3	2	1
	Performance Indicators					
1.	Parents comment on their children's homework.	4.2	6.7	2.5	76.6	10.0
2.	The number of parents/guardians who attend school events is high. (Attendance or participation of parents/guardians in school events has improved).	13.6	30.1	2.8	36.3	17.3
3.	Parents/guardians and students are able to articulate the school's major values and principles.	9.7	32.0	1.4	45.8	11.1
4.	A regular schedule of reporting student programs and achievements exists.	25.7	44.2	11.4	10.9	7.7
5.	Parents indicated high satisfaction rate of reporting processes.	7.7	24.1	39.4	16.9	11.8
6.	*There is active involvement/participation in formal structures such Parent-Teacher Association and Kebele Education and Training Office.	7.6	21.4	12.5	34.9	23.7
7.	Class teachers' records identify the frequency and analysis of contact with parent and guardians.	9.9	25.7	29.9	22.5	12.0
8.	*School records document the number of parents and guardians who help in the school.	10.2	26.3	38.8	18.8	5.9
	Element 2. Engaging the Community					
9.	*There is a school policy which embraces community involvement.	21.1	49.0	16.8	9.5	3.6
10.	*The school has a commitment to educating and supporting parents and the community, through, for example, literacy programs and information on unsafe/harmful traditional practices.	9.2	29.3	9.5	44.4	7.6
11.	*The school has records of the number of students engaged in community-based programmes.	11.9	26.7	38.9	15.2	7.3
	Element 3. Promoting Education					
12.	The school produces public relations materials and distributes them widely inside and outside the school community.	9.4	15.3	31.5	25.5	18.3
13.	The school newspaper/brochure or newsletter is current, attractive and interesting.	4.5	14.6	27.3	22.6	31.0

5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

More specifically, the average response rate for the '*Partnership with Parents and Guardians*' element (taking the aggregate of strongly agree and agree together) was found to be about 39%. For the second element on *engaging the community*, the average response rate was about 49%. In fact this average is relatively higher compared to the other elements because there is one indicator which does not directly measure community involvement, but rather illustrates the school's readiness in putting a fertile ground for community involvement. This variable states as 'There is a school policy which embraces community involvement' which is the schools' responsibility. This indicates that, even though the schools have policies that welcome community involvement, communities did not show up. The third element on '*Promoting Education*' has an average response rate of about 22% for both strongly agree and agree. When we see into individual indicators of this domain we can observe the following points among others.

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

traditional practices. This indicates that community involvement domain, mainly most indicators pertaining to parents and community members are discouraging.

4.4. Major Achievements

Respondent students, teachers, principals, and experts at higher level management of the education system were asked to indicate if there are achievements in implementing the School Improvement Programme and to indicate the level of importance of the indicators. Results of the response rates to the speculated achievement indicators are presented in the next table (Table 15).

Table 15. Response rates to the major achievements in implementing SIP

S.N.	Indicators of Achievement	Rating Scale and response % (N=568)				
		5	4	3	2	1
1.	The quality of learning and teaching process has been enhanced/improved.	30.3	42.6	15.5	7.6	4.0
2.	Learning and assessment as well as students' achievement has been improved.	19.4	38.6	27.3	10.6	4.2
3.	Education Environment has become safe, supportive, and welcoming for all students.	16.9	33.3	22.9	18.1	8.8
4.	Effective and efficient school leadership and management has demonstrated resource management which supported educational programs and progresses to ensure quality education vis-à-vis the country's policies and strategies.	18.3	35.9	29.2	11.8	4.8
5.	Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations are fostered.	15.1	38.0	25.5	14.4	6.9
6.	Self evaluation has been practiced and developed in the schools.	17.6	32.2	27.8	15.7	6.7
7.	Democratic culture has been introduced and developed in the schools.	24.6	37.3	19.9	11.4	6.7

5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

As it can be seen from Table 15, the aggregated average for all indicators was found to be about 57% taking the options 'strongly agree' and 'agree' together, which is slightly more than average.

If we look into the individual indicators of achievement indicated in Table 15, we can observe that the better achievement made in implementing SIP was that the learning and teaching process has been improved (about 73% response rates favouring it) followed by the introduction of democratic culture among school community (with about 62% response rate) and improvement of the learning and assessment (with 58% response rate) as well as improvement in leadership and management (about 53%) in this order.

4.5. Major Challenges Encountered in SIP Implementation

Besides the challenges previously discussed under each domain, other indicators listed in Table 16 below were included in the questionnaire to be rated by respondents.

Table 16. Response rates to the major challenges in SIP implementation

S.N.	Indicators	Rating Scale and response % (N=568)				
		5	4	3	2	1
1.	Turnover/shortage of manpower	28.4	37.0	16.9	10.2	7.4
2.	Difficulty in understanding SIP Guidelines	14.1	39.9	23.1	14.1	8.8
3.	Resistance of the Programme from teachers	9.0	17.8	32.7	24.0	16.4
4.	Resistance of the Programme from students	9.8	15.5	27.5	28.7	18.5
5.	Resistance of the Programme from community	8.3	11.4	36.5	26.0	17.9
6.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among Teachers.	10.1	41.9	11.4	22.8	13.9
7.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among students.	15.5	44.3	12.1	19.6	8.8
8.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among the community.	14.7	51.9	7.4	16.8	6.1
9.	Insufficient budget	33.9	37.5	13.5	8.9	6.2
10.	Lack of school facility	34.7	41.1	4.6	11.4	8.1
11.	Large/overcrowded class size	24.7	24.5	12.7	23.4	14.7
12.	Lack of reward for those who deserve it	21.0	38.0	8.5	19.4	13.1
13.	Lack of qualified/trained and effective/operative principal	17.5	19.8	22.0	20.0	20.7
14.	Lack of trained teachers for special needs education	31.4	30.6	14.8	13.7	9.5
15.	Abduction/violence against girls	11.2	18.7	18.2	23.7	28.2
16.	Limited support from the Ministry of Education	18.6	30.1	29.2	14.8	7.4
17.	Limited support from the City Administration Education Bureau	18.0	28.5	30.4	15.6	7.5
18.	Limited support from the Sub City Education and Training Office.	16.5	29.8	29.3	16.3	8.1
19.	Limited support from the kebele Education and Training Office.	15.6	28.2	27.5	18.5	10.1
20.	Limited support from the Community	20.4	40.3	12.0	16.7	10.6

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

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

1. Lack of school facility,
2. Insufficient budget,

3. Lack of the necessary awareness, attitude and practical involvement as well as support among the community, teachers, and students in SIP implementation,
4. Turnover/shortage of manpower,
5. Lack of trained teachers for special needs education
6. Lack of reward/motivation for those who deserve it,
7. Difficulty in understanding SIP guidelines, and
8. Overcrowded classes.

4.6. Major Prospects

Contrary to the absence of significant expected achievements in implementing SIP indicated earlier, the future prospects are important as per the ratings given by the respondents. The prospects and response rates are given in the next table (Table 17).

Table 17. Speculated future prospects of SIP

S.N.	Possible Prospects	Rating Scale and response % (N=568)				
		5	4	3	2	1
1.	The quality of learning and teaching process can be enhanced. Efforts can be made to make the curriculum meaningful, inclusive and appropriate to the developmental stage and needs of the students. Teachers' teaching practice will be improved, strong relationship between teachers and students will be ascertained;	50.7	32.4	11.4	3.5	1.9
2.	The learning and assessment process will be enhanced and students' achievement will be improved.	43.8	40.5	10.4	3.0	2.3
3.	Education Environment will become safe, supportive, and welcoming for all students.	36.1	38.0	14.3	6.7	4.9
4.	Effective and efficient school leadership and management can be demonstrated; resource management which supports educational programs and progresses to ensure quality education vis-à-vis the country's policies and strategies will be ensured.	34.3	40.0	16.5	4.8	4.4
5.	Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations will be fostered.	36.1	38.4	17.3	5.6	2.6
6.	Self evaluation practice can be enhanced in the school/s.	38.9	39.1	12.9	4.9	4.2
7.	Democratic culture can be cultivated in the school/s.	46.7	35.2	10.4	3.9	3.9

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

According to the response rates obtained regarding the prospects of the School Improvement Programme; there is a room for improvement. The aggregate average response rate for the seven indicators listed Table 17 was found to be about 79% (taking both strongly agree and agree together).

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

1. The learning and assessment process can be enhanced and students' achievement can be improved.
2. The quality of learning and teaching process can be enhanced. Efforts can be made to make the curriculum meaningful, inclusive and appropriate to the developmental stage and needs of the students. Teachers' teaching practice can be improved, strong relationship between teachers and students can be ascertained.
3. Democratic culture can be cultivated in the schools.
4. Self evaluation practice can be enhanced in the schools.
5. Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations can be fostered.
6. Effective and efficient school leadership and management can be demonstrated; resource management which supports educational

programs and progresses to ensure quality education vis-à-vis the Country's policies and strategies will be ensured.

7. Education Environment can become safe, supportive, and welcoming for all students.

CHAPTER FIVE

5. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

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

With the purpose of finding answers to the basic/research questions and to attain the objectives of the research, 264 students, 234 teachers department heads and principals were selected from nine primary schools, eight lower secondary schools, and seven upper secondary schools using a multistage stratified random sampling. Seventy experts at higher levels of management of the education system who were directly involved in SIP implementation were also selected to take part in the study as respondents. Interviews were also held with experts at the higher levels of the education management and with principals of the selected schools.

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

- The Teaching and Learning Domain was relatively effective in the sense that the average response rate for all elements in this domain (taking the responses 'strongly agree' and 'agree' together) was found to be slightly above average (about 62%). Although there are many problems that have to be addressed to achieve the learning and teaching domain in the schools results of the interview obtained from respondent experts and principals were similar to the above.
- The School/Education Environment Domain was not found encouraging with an average response rate of about 44% for both strongly agree and agree. This result was also confirmed through direct observation and interviews with principals.
- The Leadership and Management Domain was also found to have an aggregate average response rate of about 53%, which is very slightly above average. Results from interviews were also found to match with the results of the analysis using linker's scale.
- The fourth domain which is the Community Involvement Domain was found the worst of the SIP domains with an aggregate average response rate of about 38% (taking responses for both strongly

agree and agree together). Principals and students also indicated during interviews and focus group discussions respectively that there is a loose link between the school and parents/community in implementing SIP.

- The average level of SIP implementation in the schools was also found to be the 'Implementing/Functioning' stage, a level at which SIP implementation activities are underway. Besides, the current study has identified the achievements made so far, the challenges encountered, and the future prospects in implementing SIP.
- If we look into the indicators of achievement included in the instruments of data collection, the most important achievement made in implementing SIP was that the learning and teaching process has been enhanced (about 73% response rates favouring it as indicated above) followed by the introduction of democratic culture among school community (with about 62% response rate) and improvement of the learning and assessment (with 58% response rate) as well as improvement in leadership and management (about 53%) in this order.
- On the other hand, lack of school facility, insufficient budget, lack of/limited support from the community, lack of awareness among the community, high turnover/shortage of manpower, lack of trained teachers for special needs education, lack of the necessary awareness, attitude and practical involvement in SIP

implementation among students, lack of reward for those who deserve it, difficulty in understanding SIP guidelines, overcrowded classless, and lack of the necessary awareness and practical involvement in SIP implementation among teachers, were identified by respondents as challenges in the implementation of SIP.

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

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

- Education Environment will become safe, supportive, and welcoming for all students.

5.2. Conclusion

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

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

- **Implementation Stage:** In connection with the implementation stage/process of SIP, the following conclusions have been sketched vis-à-vis the selected indicators of the four domains.
- **Domain 1. Learning and Teaching Process:** This domain was examined in terms of its three elements, namely: quality of teaching, learning and assessment, and curriculum. Accordingly, the achievement of SIP in Addis Ababa City Administration in this connection (with an aggregate average response rate favouring its success of 63%) can be said that it is relatively fair compared to the other domains. This shows that the extent of teaching and learning process has been to some extent successful in terms of the quality of teaching as well as in terms of learning and assessment with average response rates of about 68% and 58% respectively in favour of achievement. However, at present, there are no up-to-date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods. Similarly, Curriculum materials (syllabus, textbooks, and teachers' guides) are not evaluated by teachers for appropriateness to the needs and developmental stages of students as well as for inclusiveness. In addition, the curriculum materials are not evaluated by teachers to ensure

that they are relevant to the objective reality (context) of the areas.

- **Domain 2. School Environment:** Safe and healthy school environment contributes a great deal in delivering quality education. Although students are empowered in the sense that the schools have promoted the participation of students in school decision making; (e.g. school council, youth parliament and class meetings); the schools have provided students with the opportunity to participate in leadership programmes; (e.g. taking part in the leadership of school clubs); reproductive health and relationship issues are made part of the school programme for all year levels; the study has revealed that the achievement of the schools in this domain as a whole is very low at 44% response rate in favour of success. This indicates that the existing school environment in the City Administration is poor.
- **Domain 3. Leadership and Management:** The schools have achieved slightly above average in the *Strategic Vision and Leadership Elements*, but below average in *School Management Element*. This shows that the overall existing school leadership and management in the schools is not encouraging.
- **Domain 4. Community Involvement:** The extent of community involvement in the schools is at a very discouraging

level, indicating that that there is a wide gap between the community/parents and the schools.

- There is evidence that plans and strategies as well as systems are in place (in the schools), indicating that the current level of SIP implementation in the schools is the *Implementing/Functioning stage*. But since this is the third year of implementation they should have been at the “Imbedded level” where, strategies are well rooted and evidence of sustained school improvement is ensured.
- Lack of school facility; insufficient budget; lack of the necessary awareness, attitude and practical involvement as well as support among the community, students, and teachers; high turnover/shortage of teaching staff; lack of clarity of SIP guidelines; and overcrowded classes are some of the challenges in implementing the School Improvement Programme in the City Administration.
- The writer of this paper is also of the position that there are no integrated efforts of all stakeholders in the implementation process. This indicates that the School Improvement Programme has become a well articulated programme in the documents, but is not as fruitful as it was expected on the ground. The general conclusion that can be arrived from the analysis of the data relating to the selected indicators is that the

programme is in its third year implementation period, yet most of the schools are at their implementation stage and significant landmarks/improvements were not observed so far in all domains (with an aggregate average response rate of about 45% in favor of achieving the selected performance indicators of the four domains & respective elements of the programme); the most discouraging being the school/education environment and community involvement domains.

- The last point in this conclusion is that if mechanisms are in place for successful participatory planning, monitoring and evaluation, the writer is highly optimistic that the programme will bring a radical change in the quality of the general of education.

5.3. Recommendations

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

1. Successful Schools are dynamic places with high expectations for everyone. Planning, implementation, monitoring and evaluation of School Improvement Program also requires joint commitment and involvement of the principal, staff, school council/SIP Committee

parents, and other community members. Thus, unreserved efforts have to be made by the different levels of education management, including the school itself, to raise awareness among parents and community members so that the existing loose link between schools and parents/community can be strengthened. To this end, principals should explain the school improvement process and its benefits to students, staff, SIP committee, parents and other community members regularly.

2. Mechanisms such as disposal of wastes near the schools, relocation of schools away from the main road (through time), etc, have to be devised by the school management, woreda education offices, zone education offices, the city administration education bureau and by the Federal Ministry of Education as well as by other donors and stakeholders to make the school/education environment safe and conducive for learning and teaching.
3. Adequate resources such as human, financial and material resources have to be allocated by the government for the implementation of the programme.
4. The Government has to train adequate number of teachers and principals who can implement the programme at the school level as well as teachers who can handle special needs education. This can prevent the high turn over of staff observed in the current study.

5. The curriculum has to be evaluated by teachers and by other educators so as to cope with the developmental stage of the learners and with the dynamic contexts undergoing globally and locally.
6. Parent and student surveys have to be conducted by the school community, experts at higher levels of the education management, as well as by other stakeholders and interested researchers as regularly as possible, so that feedback of the implementation process can be gathered for improvement.
7. Similar and full-scale comprehensive researches have to be conducted in the area so that strengths can be retained and weaknesses can be corrected before wastage of resources occurs.

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APPENDICES

Appendix 1. School Level Management and Teachers' Questionnaire

School Level Management and Teachers' Questionnaire Questionnaire's Serial No. _____ Respondent's Code _____

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES AND RESEARCH
INSTITUTE OF EDUCATIONAL RESEARCH (IER)

Questionnaire Prepared for Collecting Relevant Data/Information on the
Implementation of *the School Improvement Programme (SIP)* in Addis
Ababa City Administration

General Introduction

In its attempt to enhance quality education, the Ethiopian government has launched **The General Education Quality Improvement Package (GEQIP)** which has six pillars in it. One of the pillars is **The School Improvement Programme (SIP)**, which has been implemented since 1999 E.C. SIP comprises four domains, twelve elements as well as a number of standards and indicators; all of them targeting at improving students' performance in the general education sub sector.

When a new programme is introduced and implemented, it is imperative to conduct research to examine how well it is being implemented; so that best practices can be retained and recommendations can be forwarded for making adjustments.

This questionnaire is designed to collect relevant data/information for the study on the Implementation of the School Improvement Programme (SIP) in Addis Ababa City Administration, with a view of analyzing and reporting its achievements, challenges and prospects. The study is being conducted only for an academic purpose, but the findings can serve to forward recommendations for possible improvements and adjustments in the programme. Thus, your genuine, frank and timely responses are vital to determine the success of this study and you are kindly requested to contribute in filling the questionnaire honestly and responsibly.

Note:

Dear respondents,

- There is no need of writing your name.
- All information you provide will be strictly kept confidential.
- All data will be aggregated and will not personalize individual responses.

Thank you very much for your cooperation

Name of Data Collector: _____

Date of Visit: _____ Time: _____

PART 1. General Information

1.1. Sub City _____,

1.2. Kebele _____,

1.3. School Level

(1) 1-8 (3) 11-12

(2) 9-10 (4) 9-12 (5) other (Please specify) _____

1.4. Respondent's Sex:

(1) Female (2) Male

1.5. Respondent's Category

(1) Principal/Vice Principal (3) Teacher
(2) Department Head (4) Other (Please Specify) _____

1.6. Respondent's highest level of education attended: _____

1.7. Respondent's Age in completed years: _____

1.8. Respondent's service year in teaching.

(1) 1-5 (4) 16-20
(2) 6-10 (5) above 20
(3) 11-15 (99) not applicable (NA)

1.9. Respondent's service year as principal/Vice principal.

(1) 1-5 (4) 16-20
(2) 6-10 (5) above 20
(3) 11-15 (99) not applicable (NA)

PART 2. Preparation for the Implementation of the School Improvement Programme (SIP)

2.1. Was an awareness workshop or training organized at your school for implementing SIP?

(1) Yes (2) No⇒(Go to 2.3) (9) Do not know⇒(Go to 2.3)

2.2. Did the following stakeholders participate on the awareness workshop organized for implementing SIP?

S.N.	stakeholders	Response		
		1=Yes	2=No	9=Do not Know
2.2.1.	Teachers			
2.2.2.	Administrative Staff			
2.2.3.	Students			
2.2.4.	Parents			
2.2.5.	Community Members			
2.2.6.	Other (Please specify)			

- 2.3. Was the following necessary organizational setup established/formed in your school for implementing SIP?

S.N.	organizational setup	Organized/formed?		
		1=ye s	2=N o	9=Do not know
2.3.1.	SIP Committee			
2.3.2.	Student Council			
2.3.3.	Plan Preparation Committee			
2.3.4.	Parent-Teacher Association (PTA)			

- 2.4. To what extent were the following necessary resources organized in your school for implementing SIP? Please respond to (rate) the next items by putting an "X" mark below the number against each item, where 5= to a very great extent, 4= to a great extent, 3= undecided, 2= to a lower extent, 1= to a very low extent, 9=do not know, 99= not applicable.

S.N.	Resource	Rating Scale						
		5	4	3	2	1	9	99
2.4.1.	Human resources							
2.4.2.	Financial resources							
2.4.3.	Material resources							
2.4.4.	Other (please specify)							

- 2.5. Does your school have a three year strategic plan?
 (1) Yes (2) No ⇒(GO to 2.8) (9) Do not know ⇒(GO to 2.8)

- 2.6. If your school has a three year SIP strategic plan, was it prepared with the involvement of the following stakeholders?

S.N.	Stakeholders	Stakeholder Involvement			
		1=yes	2=No	9=Do not know	99=Not applicable
2.6.1.	Teaching staff members				
2.6.2.	Administrative staff members				
2.6.3.	Students				
2.6.4.	Parents				
2.6.5.	Community members				
2.6.6.	Other (please specify)				

- 2.7. If your answer to the above question is 'Yes', was an annual plan prepared on the basis of the strategic plan? (1) Yes (2) No (9) Do not know

- 2.8. Have you received/are you aware of the SIP guidelines? (please tick one)
 (1) Yes (2) No

- 2.9. Did your school conduct self evaluation? (for school level respondents only)
 (1) Yes (2) No ⇒(GO to 2.11) (9) Do not know ⇒(GO to 2.11)

- 2.10. If your answer to the above question is yes, what level of SIP implementation is your school at present? (Please tick one)
 (1) Aspiring (3) Functioning (9) Do not know
 (2) Developing (4) Achieving

- 2.11. What are the major financial sources for implementing SIP in your school/organization? (please indicate in order of importance)

- (1) Government
 (3) Community
 (4) Different School Revenues
 (5) Other Please (Specify) _____
 (9) Do not know

PART 3. SIP Performance Indicators (extracted from the Domains, Elements and Standards)

3.1. Learning and Teaching Domain

Quality learning and teaching is evidence based, futures oriented, creating an empowered community of learners in which teachers and students are challenged to pursue excellence and realise their potential. In this connection, please respond to (rate) the next items by putting an "X" mark below the number against each item, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

S.N.	Element 1. The Quality of Teaching Standard1. Teacher professionalism and learning is evident in the quality of teacher practice. Performance Indicators	Rating Scale				
		5	4	3	2	1
3.1.1.	The school has a set of collaboratively developed values and beliefs about the principles that underpin a strong foundation for quality learning and teaching.					
3.1.2.	Teachers accept that students learn at different rates and vary teaching methods accordingly.					
3.1.3.	Teacher talk is focussed on learning.					
3.1.4.	Teachers share the purpose/objectives of lessons with students.					
3.1.5.	Explanations and instructions given by teachers in class lessons are clear and explicit/to the point.					
3.1.6.	Teachers are positive role models for their students and show respect for them so that students feel safe and confident leading to mutual respect					
3.1.7.	Teachers respect students' rights and provide proper support with no discrimination on the basis of any special need, gender religion and ethnic background.					
	Standard 2. Teachers' proficiency, commitment, high expectations and enthusiasm underpin teaching. Performance Indicators					
3.1.8.	There are up-to-date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods.					
	Standard 3. Professional knowledge and values are developed and used. Performance Indicators					
*3.1.9.	Peer teaching and experience sharing practices of teachers have been planned and implemented in the school.					
3.1.10.	Teachers have good subject knowledge and apply this effectively in the classroom.					
3.1.11.	The school ensures that teachers teach on the basis of their annual plans and daily lesson plans.					
3.1.12.	Teachers use a variety of teaching approaches, dependent on students, context, curriculum topic and desired outcomes.					
	Standard 4. Teachers encourage and support students to link what they learn in school with the world outside the school; and to explore the objective reality of their locality. Performance Indicators					
3.1.13.	Students are involved in community based programs and school clubs which develop their understanding of wider issues.					
3.1.14.	Teachers extend students' thinking into real life situations.					

* = Variables not included in students' questionnaire

S.N	Element 2. Learning and Assessment	Rating Scale				
	Standard 1. The school holds high expectations for student achievement.					
	Performance Indicators	5	4	3	2	1
3.1.15.	Data collected on students' achievements clearly show progress measured against the starting point of SIP implementation.					
*3.1.16.	Data collection from school and class self-evaluation is analysed to provide information about areas of strength and areas requiring further attention and development.					
	Standard 2. Students are actively involved and motivated to learn.					
	Performance Indicators					
3.1.17.	Students participate/attend actively during classes.					
3.1.18.	The school has identified possible areas of weaknesses on students that require intervention and has put strategies in place to develop resilience in students					
	Standard 3. Assessment of learning practices support improved learning outcomes					
	Performance Indicators					
3.1.19.	Teachers use different methods of evaluation appropriate to the grade level of the students and content of the lessons and subjects being taught.					
3.1.20.	Processes/mechanisms are in place to ensure/check that there is appropriate feedback given to students.					
3.1.21.	Assessment data are used to improve ongoing learning and teaching experiences for individual and groups of students.					
	Standard 4. Reporting practices support improved learning outcomes					
	Performance Indicators					
3.1.22.	Reports to parents/guardians provide interpretive comments about the progress and achievement of their children.					
	Element 3. Curriculum					
	Standard 1. The curriculum is meaningful, inclusive and appropriate to the developmental stage and needs of the students					
	Performance Indicators					
3.1.23.	Curriculum materials (syllabus, textbooks, and teachers' guides) are evaluated by teachers for appropriateness to the needs and developmental stages of students as well as for inclusiveness.					
3.1.24.	The curriculum materials are evaluated by teachers to ensure that they are relevant to the objective reality (context) of the area.					

* = Variables not included in students' questionnaire

3.2. School Environment Domain

A safe and equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favourable environment that addresses the needs of each student. If students are empowered and feel safe in their schools, they can learn with interest. In order to contribute their part and to develop self esteem, students should also be allowed to participate in making decisions about their learning. Below are major issues related to student environment domain of SIP. Please respond to (rate) the next items of this part by putting an "X" mark below the number against each item, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

S.N.	Element 1. Student Focus	Rating Scale				
		5	4	3	2	1
	Standard 1. The school's main priority is meeting the needs of students					
	Performance Indicators					
3.2.1	Surveys indicate a high level of student satisfaction with the school.					
3.2.2	Research has attested that transparent, positive and constructive relationships between staff and students are fostered.					
3.2.3	Suspension rate has decreased, compared to years prior to SIP implementation.					
3.2.4	Opinion surveys have indicated that students feel confident, self esteem and independent in learning.					
3.2.5	The school ethos is communicated so as to ensure that students know they have a right to expect courtesy, fairness, respect and excellence in teaching.					
	Element 2. Student Empowerment					
	Standard 1. Resilience, responsibility and self discipline are fostered					
	Performance Indicators					
3.2.6	The school has promoted the participation of students in school decision making; (e.g. School Council, youth parliament and class meetings).					
3.2.7	The school has provided students with the opportunity to participate in leadership programmes; (e.g. taking part in the leadership of school clubs).					
3.2.8	Reproductive health and relationship issues are made part of the school programme for all year levels.					
	Element 3. Student Support					
	Standard 1. Education Environment is safe, supportive, welcoming for all students					
	Performance Indicators					
3.2.9	Student opinion surveys have indicated that the classrooms are convenient and safe learning environments where students are motivated to learn.					
3.2.10	The school collects and analyses data on robbing, harassment, and violence/beating to produce statistics which are reported.					
3.2.11	The school collects and analyses data on the performance of girls and has initiated strategies to enhance their confidence, achievement and opportunities					
3.2.12	Analysis of data collected from the school community and parents indicate that the school is safe for learning.					
*3.2.1 3	Allocated school budget includes expenditure on student health and safety.					

* = Variables not included in students' questionnaire

Standard 2. Inclusion- Students have equal access to learning and are helped to achieve in line with their potential and schools follow the duties and responsibilities described in the Special Needs Education Strategy.		Rating Scale				
		5	4	3	2	1
Performance Indicators						
3.2.14.	The school has a Special Needs Education (SNE) Policy, which is regularly evaluated and follows recommendations of the Special Needs Education Strategy developed by the Ministry of Education.					
3.2.15.	Teachers find ways to know their students and to make early identification of their specific needs.					
*3.2.16.	Trained teachers, good support and appropriate materials and facilities are available in the school to manage SNE programmes.					
*3.2.17.	Students' specific needs are recorded and attempts are made to adjust programmes, teaching methods and materials so that the students can achieve to their needs and potentials.					
*3.2.18.	Gifted and talented students are able to develop to their potential by being provided with more challenging work and enrichment programmes.					

*** = Variables not included in students' questionnaire**

3.3. Leadership and Management Domain.

Effective and efficient School Leadership and Management play a vital role in implementing the School Improvement Programme by putting the school's strategic vision and strategies as well as by creating a strong collaborative bond among the school community. Presence of effective and efficient School Leadership and Management enables students and teachers to make the best use of their potential in the learning and teaching process. The next items are given to assess the Leadership and Management domain of SIP implementation.

Please respond to (rate) the items of this part by putting an "X" mark below the number against each item where 5= strongly agree, 4= agree, 3= undecided, 2=disagree, 1= strongly disagree.

S.N.	Element 1. Strategic Vision	Rating Scale				
	Standard 1: There is a shared school vision, and goals are reflected in setting school priorities	5	4	3	2	1
	Performance Indicators					
*3.3.1.	School strategic plans are developed as a result of self assessment.					
*3.3.2.	There is an alignment of professional appraisal and professional learning with school goals and vision.					
3.3.3.	The values, ethics, guiding principles and purpose of the school are defined and known by the whole school community.					
	Standard 2: Future directions are identified					
	Performance Indicators					
*3.3.4.	The effectiveness of teaching and learning in all curricular activities is reviewed regularly.					
	Element 2. Leadership Behaviour					
	Standard 1: Sustained school improvement is evident and based on reliable data					
	Performance Indicators					
3.3.5.	School Improvement priorities are formulated in consultation with the school community.					
*3.3.6.	Longitudinal data reflects improved student outcomes.					
*3.3.7.	All members of the school community can articulate, in general terms, the school's priorities for the current year.					
	Standard 2: The school is a professional learning community					
	Performance Indicators					
*3.3.8.	Coaching and mentoring processes by better experienced teachers for staff are established.					
	Standard 3: Relationships are based on collegiality and mutual trust					
	Performance Indicators					
3.3.9.	Staff and parent surveys confirm that positive relationship exist within the school community.					
3.3.10.	Staff are able to demonstrate significant involvement in school decision making.					
3.3.11.	The school has a professional code of practice and a conflict resolution process.					
	Standard 4: Accountability for student learning outcomes is accepted by all stakeholders					
	Performance Indicators					
3.3.12.	The school management has fulfilled its professional responsibility to monitor, moderate and evaluate the SNE policy.					
3.3.13.	School priorities/directions are based on student performance information and assessment data.					
3.3.14.	The School Improvement Committee's Annual Report is completed and disseminated to all stakeholders.					

* = Variables not included in students' questionnaire

S.N.	Standard 5: School decision making and governance is shared	Rating Scale				
		5	4	3	2	1
	Performance Indicators					
3.3.15.	Minutes of P.T.A and School Improvement Committee and the Student Representative Council meetings indicate a high level of participation in school decision making and governance.					
3.3.16.	The decision-making processes are clearly described, practical, substantiated, and recorded.					
	Element 3. School Management					
	Standard 1: Resource management supports educational programs and progress					
	Performance Indicators					
*3.3.17.	Human, material and financial resources are managed, aligned and used to support the achievement of high levels of student achievement.					
	Standard 2: Effective communication with all stakeholders is ensured					
	Performance Indicators					
*3.3.18.	Regular and effective communication with all stakeholders is ensured/in place.					

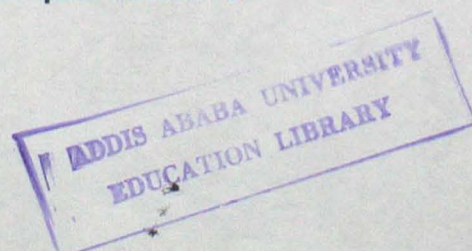
* = Variables not included in students' questionnaire

3.4. Community Involvement Domain

Developing quality partnership and network with parents and society enable schools to provide quality education. Please rate the existing situation of community participation by putting an "X" mark below the number against each item where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

S.N.	Element 1. Partnership with Parents and Guardians	Rating Scale				
	Standard 1: Parents and guardians are actively involved in their children's learning	5	4	3	2	1
	Performance Indicators					
3.4.1.	Parents comment on their children's homework.					
3.4.2.	The number of parents/guardians who attend school events is high. (Attendance or participation of parents/guardians in school events has improved).					
3.4.3.	Parents/guardians and students are able to articulate the school's major values and principles.					
	Standard 2: There is effective communication between the school and parents/guardians					
	Performance Indicators					
3.4.4.	A regular schedule of reporting student programs and achievements exists.					
3.4.5.	Parents indicated high satisfaction rate of reporting processes.					
*3.4.6.	There is active involvement/participation in formal structures such Parent-Teacher Association and Kebele Education Management and Training Board.					
	Standard 3: Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning					
	Performance Indicators					
3.4.7.	Class teachers' records identify the frequency and analysis of contact with parent and guardians.					
*3.4.8.	School records document the number of parents and guardians who help in the school.					
	Element 2. Engaging the Community					
	Standard 1: Partnership with the community and external organizations are fostered					
	Performance Indicators					
*3.4.9.	There is a school policy which embraces community involvement.					
*3.4.10.	The school has a commitment to educating and supporting parents and the community, through, for example, literacy programs and information on unsafe/harmful traditional practices.					
*3.4.11.	The school has records of the number of students engaged in community-based programmes.					
	Element 3. Promoting Education					
	Standard 1: The school is promoted positively to outside community					
	Performance Indicators					
3.4.12.	The school produces public relations materials and distributes them widely inside and outside the school community.					
3.4.13.	The school newspaper/brochure or newsletter is current, attractive and interesting.					

* = Variables not included in students' questionnaire



4. Major Achievements Observed in Implementing SIP

According to your opinion, what are the major achievements in implementing the School Improvement Programme (SIP)? Please rate the level of agreement for the speculated/hypothesized achievements given below, where applicable, to indicate the importance of the achievements, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. If you feel that there are other achievements not listed here, please state them in the space provided and rate their importance.

S.N.	Indicators of Achievement	Rating Scale				
		5	4	3	2	1
4.1.	The quality of learning and teaching process has been enhanced/improved.					
4.2.	Learning and assessment as well as students' achievement has been improved.					
4.3.	Education Environment has become safe, supportive, and welcoming for all students.					
4.4.	Effective and efficient school leadership and management has demonstrated resource management which supported educational programs and progresses to ensure quality education vis-à-vis the country's policies and strategies.					
4.5.	Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations are fostered.					
4.6.	Self evaluation has been practiced and developed in the schools.					
4.7.	Democratic culture has been introduced and developed in the schools.					
	Others (please specify)					

5. Major Challenges Encountered in Implementing SIP

According to your opinion, what are the major challenges in implementing SIP? Please rate the degree of challenges given below, where applicable, to indicate the seriousness of the challenge, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. If you feel that there are other challenges not listed here, please state them in the space provided and rate their seriousness.

S.N.	Indicators	Rating Scale				
		5	4	3	2	1
5.1.	Turnover/shortage of manpower					
5.2.	Difficulty in understanding SIP Guidelines					
5.3.	Resistance of the Programme from teachers					
5.4.	Resistance of the Programme from students					
5.5.	Resistance of the Programme from community					
5.6.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among Teachers.					
5.7.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among students.					
5.8.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among the community.					
5.9.	Insufficient budget					
5.10.	Lack of school facility					
5.11.	Large/overcrowded class size					
5.12.	Lack of reward for those who deserve it					
5.13.	Lack of qualified/trained and effective/operative principal					
5.14.	Lack of trained teachers for special needs education					
5.15.	Abduction/violence against girls					
5.16.	Limited support from the Ministry of Education					
5.17.	Limited support from the City Administration Education Bureau					
5.18.	Limited support from the Sub City Education and Training Office.					
5.19.	Limited support from the kebele Education and Training Office.					
5.20.	Limited support from the Community					
	Other (Please specify)					

6. Major Prospects

According to your opinion, what are the major prospects of the School Improvement Programme (SIP)? Please rate the degree of speculated/hypothesized prospects listed below, where applicable, to indicate the importance of the prospects, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. If you feel that there are other prospects not listed here, please state them in the space provided and rate their importance.

S.N.	Possible Prospects	Rating Scale				
		5	4	3	2	1
6.1.	The quality of learning and teaching process can be enhanced. Efforts can be made to make the curriculum meaningful, inclusive and appropriate to the developmental stage and needs of the students. Teachers' teaching practice will be improved, strong relationship between teachers and students will be ascertained;					
6.2.	The learning and assessment process will be enhanced and students' achievement will be improved.					
6.3.	Education Environment will become safe, supportive, and welcoming for all students.					
6.4.	Effective and efficient school leadership and management can be demonstrated; resource management which supports educational programs and progresses to ensure quality education vis-à-vis the country's policies and strategies will be ensured.					
6.5.	Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations will be fostered.					
6.6.	Self evaluation practice can be enhanced in the school/s.					
6.7.	Democratic culture can be cultivated in the school/s.					
	Others (please list in the space provided below)					

በት/ቤት አመራር ደረጃ በሚገኙና፣
በመምህራን የሚሞላ መጠይቅ

የመጠይቅ ተ.ቁ. _____
የተሳታፊ ኮድ. _____

**አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃና ምርምር ት/ቤት
የትምህርት ጥናትና ምርምር ኢንስቲትዩት/ተቋም**

በአዲስ አበባ ከተማ አስተዳደር የት/ቤት መሻሻል ፕሮግራም/መርሀ ግብር አፈፃፀምን በተመለከተ የዳሰሳ ጥናት ለማካሄድ የሚረዳ አግባብነት ያለው መረጃ ለመሰብሰብ የተዘጋጀ መጠይቅ መግቢያ

የኢትዮጵያ መንግሥት የትምህርትን ጥራት ለማሻሻል ከሚያደርገው ጥረት አኳያ በስሩ ስድስት መርሀ ግብሮችን ያቀፈ 'የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ' (General Education Quality Improvement Package-GEQIP) በሥራ ላይ አውሏል። ከእነዚህ ስድስት የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ መርሀ ግብሮች አንዱም ከ1999 ዓ.ም ጀምሮ በመተግበር ላይ የሚገኝ የት/ቤት መሻሻል ፕሮግራም/መርሀ ግብር ነው። ይህ መርሀ ግብር በሥሩ በአጠቃላይ ትምህርት ተማሪዎች ውጤት መሻሻል ላይ ያተኮሩ አራት ዋና ዋና ርዕሰ ጉዳዮች እና አሥራ ሁለት ንኡሳን ርዕሰ ጉዳዮች፣ እንደዚሁም የተለያዩ ስታንዳርዶችና የትግበራ ጠቋሚዎች ያቀፈ ነው።

አንድ አዲስ መርሀ ግብር በተግባር ላይ ሲውል ደግሞ በአፈፃፀሙ ሂደት የታዩ ጠንካራ ጎኖችና ግድፈቶች/ችግሮች በመፈተሽ ጠንካራ ጎኖችን ለማጠናከር፣ ደካማ ጎኖችን ደግሞ ለማስተካከል የሚረዳ የምርምር ሥራ መካሄድ ይኖርበታል።

ይህ መጠይቅም በአዲስ አበባ ከተማ አስተዳደር የት/ቤት መሻሻል ፕሮግራምን አተገባበርና አፈፃፀም በሚመለከት ጥናት በማካሄድ የታዩት ጠንካራና ደካማ ጎኖች እንደዚሁም ከፕሮግራሙ የተገኙ ጠቃሚ ውጤቶችና የወደፊት ተስፋ በመለየት ለፕሮግራሙ መሻሻል የሚረዱ አስተያየቶች ለማቅረብ የሚያስችል ተገቢ የሆነ መረጃ ለመሰብሰብ የተዘጋጀ ነው።

ጥናቱ በአካዳሚያዊ ጉዳይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች ለፕሮግራሙ መሻሻል ጠቃሚና ጉልህ አስተዋፅኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልፅና በሐቅ የተመሠረተ መረጃ እንዲሰጡን በትኩረትና እንጠይቃለን።

ማሳሰቢያ፡

- በመጠይቁ ላይ ሥም መፃፍ አያስፈልግም።
- የሚሰጡት ማንኛውም መረጃ በምስጢርነት ይጠበቃል።
- መረጃው ሌሎች ተሳታፊዎች ከሚሰጡት መረጃ ጋር በመዋሀድ ስለሚተነተን በግለሰብ ላይ የተመሠረተ ውጤት አይዘገብም።

ስለ ተብብርዎ እናመሰግናለን።

ክፍል 1. አጠቃላይ መረጃ

- 1.1. ት/ቤቱ የሚገኝበት ክፍለ ከተማ _____
- 1.2. ት/ቤቱ የሚገኝበት ቀበሌ _____
- 1.3. የት/ቤቱ ደረጃ
- (1) 1-8 (3) 11-12 (5) ሌላ (ይገለፅ) _____
- (2) 9-10 (4) 9-12
- 1.4. ያታ: (1) ሴት (2) ወንድ
- 1.5. የተሳታፊው ምድብ/ዓይነት
- (1) ርዕሰ መምህር/ምክትል ርዕሰ መምህር (3) መምህር
- (2) የዲፓርትመንት ኃላፊ (4) ሌላ (ይገለፅ) _____
- 1.6. የትምህርት ደረጃ _____
- 1.7. ዕድሜ _____
- 1.8. በመምህርነት የሠሩበት የአገልግሎት ዘመን (በዓመታት)
- (1) ከ1-5 (3) ከ11-15 (5) ከ20 በላይ
- (2) ከ6-10 (4) ከ16-20 (99) አይመለከተኝም
- 1.9. በርእሰ መምህርነት/በምክትል ርዕሰ መምህርነት የሰሩበት የአገልግሎት ዘመን (በዓመታት)
- (1) ከ1-5 (3) ከ11-15 (5) ከ20 በላይ
- (2) ከ6-10 (4) ከ16-20 (99) አይመለከተኝም

ክፍል 2. ለት/ቤት መሻሻል መርሀ ግብር አፈፃፀም የተደረገ ቅድመ ዝግጅት (Preparation for the Implementation of the School Improvement Programme- SIP)

- 2.1. በት/ቤታችሁ የት/ቤት መሻሻል ፕሮግራም በተመለከተ የምክክር ዓውደ ጥናት (ዎርክሾፕ) ተካሂዶ ነበር?
- (1) አዎ (2) አልተካሄደም ⇨ (ወደ ጥያቄ 2.3 ይለፉ) (9) አላውቅም ⇨ (ወደ ጥያቄ 2.3 ይለፉ)
- 2.2. የት/ቤት መሻሻል ፕሮግራም በተመለከተ በተካሄደው የምክክር ዓውደ ጥናት የሚከተሉት የሚመለከታቸው ባለ ድርሻዎች ተሳትፈው ነበር?

ተ.ቁ.	ባለድርሻዎች	መልስ		
		1=አዎ	2=አይ	9=አላውቅም
2.2.1.	መምህራን			
2.2.2.	የአስተዳደር ሠራተኞች			
2.2.3.	ተማሪዎች			
2.2.4.	ወላጆች			
2.2.5.	የማህበረሰብ አባላት			
2.2.6.	ሌላ (ይገለፅ)			

2.3. የት/ቤት መሻሻል ፕሮግራም ለመተግበር በት/ቤታችሁ የሚከተሉት ድርጅታዊ መዋቅሮች ተመስርቷል? (እባክዎ ከዚህ በታች ለቀረቡት የድርጅታዊ መዋቅር መመሥረት/ዝግጅት ጠቋሚዎች በምርጫዎ ሥር የ"X" ምልክት በማስቀመጥ ይግለጹ።)

ተ.ቁ.	ድርጅታዊ መዋቅር/አደረጃጀት	መልስ		
		1=ተመስርቷል	2=አልተመሠረተም	9=አላውቅም
2.3.1.	የትምህርት ቤት መሻሻል ኮሚቴ			
2.3.2.	የተማሪዎች ካውንስል			
2.3.3.	የዕቅድ ዝግጅት ኮሚቴ			
2.3.4.	የወላጆችና የመምህራን ኮሚቴ			

2.4. በት/ቤታችሁ የት/ቤት መሻሻል ፕሮግራም ለመተግበር በሰው ኃይል፣ በገንዘብና በቁሳቁስ እቅርቦት በኩል የተደረገው ዝግጅት ብቃት ምን ያህል ነበር? (እባክዎ ይህንን በሚመለከት ከዚህ በታች ለቀረቡት የዝግጅት ጠቋሚዎች በምርጫዎ ሥር የ"X" ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም ከፍተኛ የሆነ ዝግጅት ነበር፣ 4= ከፍተኛ የሆነ ዝግጅት ነበር፣ 3= አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= ዝቅተኛ የሆነ ዝግጅት ነበር፣ 1= በጣም ዝቅተኛ የሆነ ዝግጅት ነበር፣ 9=አላውቅም, 99= አይመለከተኝም)

ተ.ቁ.	የዝግጅት ጠቋሚዎች	የግምገማ ሚዛን/መለኪያ						
		5	4	3	2	1	9=አላውቅም	99=አይመለከተኝም
2.4.1.	የሰው ኃይል							
2.4.2.	ፋይናንስ/ገንዘብ							
2.4.3.	ቁሳቁስ							
2.4.4.	ሌላ (ይገለፅ)							

2.5. ት/ቤትዎ የሦስት ዓመት ስትራቴጂክ ዕቅድ አለው?

(1) አዎ (2) የለውም ⇒(ወደ ጥያቄ 2.8 ይለፉ) (9) አላውቅም ⇒(ወደ ጥያቄ 2.8 ይለፉ)

2.6. ት/ቤትዎ የሦስት ዓመት ስትራቴጂክ ዕቅድ ካለው ዕቅዱ የተዘጋጀው በሚከተሉት ባለድርሻዎች ተሳትፎ ነበር?

ተ.ቁ.	ባለድርሻዎች	ተሳትፎ			
		1=አዎ	2=አይ	9=አላውቅም	99=አይመለከተኝም
2.6.1.	መምህራን				
2.6.2.	የአስተዳደር ሠራተኞች				
2.6.3.	ተማሪዎች				
2.6.4.	ወላጆች				
2.6.5.	የማህበረሰብ አባላት				
2.6.6.	ሌላ (ይገለፅ)				

2.7. የት/ቤትዎ ዓመታዊ ዕቅድ የተዘጋጀው በስትራቴጂክ ዕቅዱ መሠረት ነበር? (1) አዎን (2) አይደለም

2.8. የት/ቤት መሻሻል መርህ ግብር መመሪያዎች ለሁሉም ባለ ድርሻዎች እንዲዳረሱ ተደርጓልን? (እባክዎ አንድ መልስ ብቻ ይምረጡ) (1) አዎን (2) አይደለም (9) አላውቅም

2.9. ት/ቤትዎ ግለ ግምገማ አካሄዷልን?

(1) አዎን (2) አላካሄደም ⇒(ወደ ጥያቄ 2.11 ይለፉ) (9) አላውቅም ⇒(ወደ ጥያቄ 2.11 ይለፉ)

2.10. ት/ቤትዎ በት/ቤት መሻሻል ፕሮግራም አፈፃፀም ረገድ ያለው ደረጃ ምንድን ነው? (እባክዎ አንድ መልስ ብቻ ይምረጡ)

(1) በዝግጅት ላይ ያለ (4) የሚፈለገው ደረጃ ላይ የደረሰ
 (2) በመጀመር ላይ ያለ (9) አላውቅም
 (3) በመሥራት ላይ ያለ

2.11. የት/ቤት መሻሻል ፕሮግራም ለመተግበር የት/ቤትዎ ዋነኛ የበጀት/የገንዘብ ምንጭ ምንድን ነው? (እባክዎ አንድ መልስ ብቻ ይምረጡ)

(1) መንግሥት (4) የት/ቤቱ ልዩ ልዩ ገቢዎች
 (2) መንግሥታዊ ያልሆነ ድርጅት (5) ሌላ (ይገለፅ) _____
 (3) ሕብረተሰብ (9) አላውቅም

3.2. ዐብይ ርዕሰ ጉዳይ 2፡- ምቹ የትምህርት ሁኔታና አካባቢ

ሁሉንም በዕኩልነት የሚያይ፣ መልካም አቀባበል የሚያደርግ ማህበረሰብ ያለው ትምህርት ቤት ርስ በርስ በመከባበር ላይ የተመሠረተ ግንኙነቶችን ያሳለብታል። ለእያንዳንዱ ተማሪ ፍላጎት ተስማሚ የሆነና ምቹ የሆነ አካባቢ ሊፈጠር ይገባል። ተማሪዎች በትምህርት ቤቱ ማህበረሰብ ውስጥ የደህንነት ስሜት ከተሰማቸው ትምህርታቸውን በፍላጎት ይከታተላሉ። ተማሪዎች ስለትምህርታቸው ጉዳይ ውሳኔ በመስጠት ተሳትፈው የራሳቸውን አስተዋጽኦ ማበርከት እንዲችሉ አቅማቸው እንዲሳለብትና ድምፃቸውም ዋጋ እንዲኖረው ማድረግ ይገባል። ይህንን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫዎ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.2.1.	ተማሪዎች በትምህርት ቤቱ ከፍተኛ እርካታ እንዳላቸው የዳሰሳ ጥናቶች አመልክተዋል።					
3.2.2.	በትምህርት ቤቱ መምህራንና ተማሪዎች መካከል አዎንታዊ፣ ገንቢ፣ ግልፅነት የተሞላበትና በዕኩልነት ላይ የተመሠረተ ግንኙነት እንዳለ በዳሰሳ ጥናት ተረጋግጧል።					
3.2.3.	ከትምህርት ቤት የሚታገዱ ተማሪዎች ቁጠር እየቀነሰ መጥቷል።					
3.2.4.	በመማሩ ሂደት ተማሪው ሃላፊነት የሚሰማው፣ በራሱ የሚተማመን፣ ነፃነት የሚሰማውና ተቀባይነት እንዳለው የዳሰሳ ጥናቶች አመልክተዋል።					
3.2.5.	ተማሪዎች ከማስተማሩ ተግባር ትህትናን፣ ቅንነትን፣ ዕኩልነትን አክብሮትንና የላቀ ብቃትን የማግኘት/የመላበስ መብት እንዳላቸው አውቀዋል።					
3.2.6.	ትምህርት ቤቱ በትምህርት ቤት ውሳኔዎች አሰጣጥ ላይ የተማሪዎችን ተሳትፎ አሳድጓል። ለምሳሌ፡- የትምህርት ቤት ካውንስል፣ የወጣቶች ፓርላማ እና የክፍል ስብሰባዎች ይጠቀሳሉ።					
3.2.7.	ትምህርት ቤቱ ተማሪዎችን በአመራር ላይ እንዲሳተፉ ዕድል ሰጥቷል። (ምሳሌ ተማሪዎቹ የትምህርት ቤቱን ክለቦች በመምራት)					
3.2.8.	የሥነ - ተዋልዶ ጤናና ከዚህም ጋር የተያያዙ የርስ በርስ ግንኙነት ሁኔታዎች በሁሉም ክፍል ደረጃዎች የትምህርት ቤቱ ፕሮግራሞች አካል ናቸው።					
3.2.9.	የመማሪያ ክፍሎች ተማሪዎችን ለመማር የሚያነቃቁ፣ ምቹ የመማሪያ አካባቢዎች ስለመሆናቸው በተማሪዎቹ ላይ የተካሄደ የዳሰሳ ጥናት አሳይቷል።					
3.2.10.	ትምህርት ቤቱ የቅሚያ፣ የማስፈራራት፣ የድብደባ እና ሌሎች ከባድ ጥፋቶችን በተመለከተ ያሉትን መረጃዎች በመሰብሰብና ትንተና በማካሄድ ስታስቲካዊ መግለጫ አዘጋጅቶ አቅርቧል።					
3.2.11.	ትምህርት ቤቱ የሴት ተማሪዎችን ብቃት አስመልክቶ መረጃ በመሰብሰብና በመተንተን ውጤታቸው ከፍ እንዲልና በራሳቸው እንዲተማመኑ የሚያስችል ስልት በመዘርጋት ተንቀሳቅሷል።					
3.2.12.	ትምህርት ቤቱ ምን ያህል ምቹና የማያሰጋ መሆኑን ከት/ቤቱ ማህበረሰብና ከወላጆች የተሰበሰቡ መረጃዎች ያመለክታሉ።					
3.2.13.	ትምህርት ቤቱ የመደበው በጀት የተማሪዎችን ጤንነትና ደህንነት ለመጠበቅ የሚወጣውን ወጭ ያካተተ መሆኑና ለዚህም ተግባር መዋሉ ተረጋግጧል።					
3.2.14.	ት/ቤቱ በየጊዜው ግምገማ የሚደረግበትና የልዩ ፍላጎት ትምህርት ስትራቴጂ ውስጥ የተመለከቱትን የውሳኔ ኃሳቦች ያገናዘበ የልዩ ፍላጎት ትምህርት ፖሊሲ አለው።					
3.2.15.	መምህራን የተለያዩ ዘዴዎች ተጠቅመው የተማሪዎቻቸውን ልዩ ፍላጎት ቀደም ብለው ለይተው አውቀዋቸዋል።					
3.2.16.	ት/ቤቱ የልዩ ፍላጎት ትምህርት ፕሮግራምን ለመምራት እንዲችል የሰለጠኑ መምህራንና አስፈላጊ የሆኑ ቁሳቁሶች እና ፋሲሊቲዎች ለማሟላት ጥረት በማድረግ ፕሮግራሙን ተግባራዊ አድርጓል።					
3.2.17.	የተማሪዎች ልዩ ፍላጎት ተመዝግቦ ተይዟል፤ በችሎታቸው መጠንም ተምረው ውጤታማ እንዲሆኑ ፕሮግራሞች፣ የማስተማር ዘዴዎች እና ማቴሪያሎች እንደየፍላጎታቸው ተስማሚ እንዲሆኑ ተደርጓል።					
3.2.18.	ልዩ ተሰጥኖና የላቀ-ብቃት (gifted and talented) ያላቸው ተማሪዎች ለእነርሱ ተብለው በተዘረጉ ልዩ ፕሮግራሞች አማካይነት ችሎታቸውን ለማሳደግ በቅተዋል።					

3.3. ዓቢይ ርዕሰ ጉዳይ 3- የትምህርት ቤት አመራር (Leadership and Management Domain)

የትምህርት ቤት አመራር ለትምህርት ቤቱ ግልጽ ራዕይ መቅረጽ እና ከትምህርት ቤቱ ማህበረሰብ ጋር በመተባበር መመሪያዎችን በማውጣት ወደ ራዕዩ መምራት ይኖርበታል። ራዕዩ ተማሪን ማዕከል ያደረገ እና ለመምህራን ትኩረት በመስጠት ተከታታይ መሻሻልን የሚፈልግ ነው። አመራርና አስተዳደር የጋራ ሃላፊነትን የሚጠይቅ ተግባር ነው። ይህን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.3.1.	የትምህርት ቤቱ ስትራቴጂካዊ እቅዶች በግለ-ግምገማ ውጤት ላይ ተመስርተው የተዘጋጁ ናቸው።					
3.3.2.	ከትምህርት ቤቱ ራዕይና ግቦች ጋር ጎን ለጎን የሚሄዱ ሙያዊ ግምገማ (professional appraisal) እና ሙያዊ ትምህርቶች አሉ።					
3.3.3.	እሴቶች፣ የሥነ ምግባር መመሪያዎች (ethics)፣ መሪ የሆኑ መርሆዎች እና የትምህርት ቤቱ ዓላማዎች በትምህርት ቤቱ ማህበረሰብ በሞላ የታወቁ ናቸው።					
3.3.4.	የመማር ማስተማሩ ብቃት ወይም ውጤታማነት በሁሉም ሥርዓተ ትምህርት ክንውኖች ዙሪያ በየጊዜው ተከልሷል (ተፈትሷል)					
3.3.5.	የትምህርት ቤት መሻሻል ቅድሚያ ትኩረቶች የተነደፉት የትምህርት ቤቱን ማህበረሰብ በማግኘት ነው።					
3.3.6.	በተከታታይ የተመዘገበ መረጃ (Longitudinal Data) የተማሪዎች ውጤቶች መሻሻላቸውን ያንግልታል።					
3.3.7.	ሁሉም የትምህርት ቤቱ ማህበረሰብ አባላት በተያዘው አመት የትምህርት ቤቱ የቅድሚያ ትኩረት ጉዳዮች ምን እንደሆኑ መግለጽ ይችላሉ።					
3.3.8.	ለትምህርት ቤቱ መምህራን የተሻለ ልምድ ባላቸው መምህራን ሥልጠና/አገዛ (coaching and mentoring) የሚደረግላቸው ሥርዓት ተዘርግቷል።					
3.3.9.	በትምህርት ቤቱ ማህበረሰብ መካከል አዎንታዊ ግንኙነቶች መስፈርቶቹን በሠራተኞችና በወላጆች ላይ የተካሄዱ የዳሰሳ ጥናቶች አረጋግጠዋል።					
3.3.10.	የትምህርት ቤቱ መምህራንና ሠራተኞች በትምህርት ቤቱ ውሳኔዎች አሰጣጥ ላይ ጉልህ ተሳትፎ አሳይተዋል (አድርገዋል)።					
3.3.11.	ትምህርት ቤቱ የአሠራርና የግጭት አፈታት ሂደቶች ሙያዊ ደንብ/ህግ አለው።					
3.3.12.	የት/ቤቱ አስተዳደር የልዩ ፍላጎት ትምህርት ፖሊሲን በማስተባበር፣ በመቆጣጠርና በመገምገም ሙያዊ ኃላፊነቱን ተወጥቷል።					
3.3.13.	የትምህርት ቤቱ የትኩረት አቅጣጫዎች በተማሪዎቹ የትምህርት ውጤትና በግምገማ መረጃ ላይ የተመረከቱ ናቸው።					
3.3.14.	የትምህርት ቤት መሻሻል ኮሚቴ አመታዊ ሪፖርት ተጠናቅቆ ለሁሉም ባለድርሻዎች ተሠራጭቷል።					
3.3.15.	የወላጅ-መምህር ህብረት(P.T.A)፣ የትምህርት ቤት መሻሻል ኮሚቴና የተማሪዎች ተወካዮች ካውንስል አካላት በትምህርት ቤቱ ውሳኔ አሰጣጥ ሂደት ተሳትፎ አድርገዋል።					
3.3.16.	የውሳኔ አሰጣጥ ሂደቶች በግልጽ የተብራሩ፣ በማስረጃ የተደገፉ፣ በቀጣይነት የሚተገበሩ ናቸው፣ የሂደቱ ውጤቶችም ተመዝግበዋል።					
3.3.17.	የሰው፣ የቁሳቁስና የፋይናንስ ሪሶርሶች ተማሪዎች ከፍተኛ ውጤት እንዲያመጡ በሚደግፍ መልኩ (ሁኔታ) ይመራሉ፣ ጥቅም ላይም ይውላሉ።					
3.3.18.	ከሁሉም ባለድርሻዎች ጋር መደበኛና ውጤታማ የሆነ ግንኙነት (communication) መኖሩ ተረጋግጧል።					

3.4. ዓቢይ ርዕሰ ጉዳይ 4- የህብረተሰብ ተሳትፎ (Community Involvement Domain)

ጥራት ያለው አጋርነትንና (Partnership) የግንኙነት መረብን ከወላጆችና ከህብረተሰቡ ጋር መፍጠር ትምህርት ቤቶች ተማሪዎቻቸውን ከህብረተሰቡ ጋር ለማቀራረብ (ለማገናኘት) ያስችላቸዋል። እውነተኛና ቀጣይነት ያለው አጋርነት ትምህርት ቤቶች ለህብረተሰቡ መረጃዎች ለመስጠትና ህብረተሰቡ ለሚጠበቃቸው ትልሞች (Expectations) ምላሽ ለመስጠት ይረዳቸዋል። ይህንኑ ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ክድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.4.1.	ወላጆች የልጆቻቸውን የቤት ሥራ በመመልከት አስተያየት ሰጥተዋል።					
3.4.2.	ትምህርት ቤቱ ባዘጋጀው በዓል (School events) ላይ የሚገኙ ወላጆችና የአሳዳጊዎች ቁጥር ከፍተኛ ነው።					
3.4.3.	ወላጆች/አሳዳጊዎች እና ተማሪዎች የትምህርት ቤቱን ዋና ዋና እሴቶችንና መርሆዎችን ያውቃሉ።					
3.4.4.	የተማሪን ፕሮግራሞችና ውጤቶች ሪፖርት ማድረጊያ መደበኛ የሆነ የጊዜ መርሐ-ግብር አለ።					
3.4.5.	በሪፖርት አደራረግ ሂደቶች ወላጆች በከፍተኛ ደረጃ መርካታቸውን ገልጸዋል።					
3.4.6.	እንደ ወላጅ-መምህር ህብረትና የቀበሌ የትምህርትና ስልጠና ጽ/ቤት ባሉ መደበኛ መዋቅሮች ውስጥ ንቁ ተሳትፎ አለ።					
3.4.7.	የክፍል መምህራን መዝገቦች መምህራን ከወላጆችና ከአሳዳጊዎች ጋር የተገናኙበትን ድግግሞሽ (Frequency) ከነትንታኔው ለይተው ያሳያሉ።					
3.4.8.	የትምህርት ቤቱ መዝገቦች ትምህርት ቤቱን የረዱ ወላጆችንና አሳዳጊዎችን መዝገበው አስቀምጠዋል (ይዘዋል)					
3.4.9.	የህብረተሰቡን ተሳትፎ የሚያቅፍ የትምህርት ቤት ፖሊሲ አለ።					
3.4.10.	ለወላጆችና ለህብረተሰቡ ትምህርት ለመስጠትና ሌሎች ድጋፎች ለማድረግ ት/ቤቱ ፕሮግራሞች አሉት። በዚህ መሠረት በማንበብ፣ በመጻፍና ጎጂ ልምዶች በማስወገድ በሚመለከት ድጋፍ ሰጥቷል።					
3.4.11.	ትምህርት ቤቱ ህብረተሰቡን መሠረት ባደረጉ ፕሮግራሞች ላይ የተሳተፉ ተማሪዎችን ቁጥር የሚያሳይ መዝገብ አለው።					
3.4.12.	ትምህርት ቤቱ የህዝብ ግንኙነት ማቴሪያሎች (ጽሁፎችን) በማዘጋጀት ለትምህርት ቤቱ ማህበረሰብ እና ለውጭ ጎብኪዎች ለሰፊ ትራፊክ አስፈጻሚዎች ናቸው።					
3.4.13.	የትምህርት ቤቱ ጋዜጣ/በራሪ ጽሁፍ (News letter) ወቅታዊ ጉዳዮችን ያካተተ፣ መስህብነት ያለው እና የሚያጓጓ ነው።					

ክፍል 4. ከፕሮግራሙ የተገኙት ዋና ዋና ውጤቶች/ስኬቶች (Major Achievements)

በእርስዎ አስታየት/አመለካከት ከት/ቤት መሻሻል መርህ ግብር የተገኙ ዋና ዋና ስኬቶች ምንድን ናቸው? ይህንኑ ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት ጠቋሚዎች በምርጫ ሥር የ“X” ምልክት በመጠቀም የእያንዳንዱ ስኬት አስፈላጊነት ደረጃ ግምገማዎን ያስቀምጡ። ሌሎች በዝርዝር ያልተካተቱ ስኬቶች ካሉም በተሰጠው ክፍት ቦታ በመጻፍ ግምገማዎን ያስቀምጡ። (ክድ 5= በጣም አስፈላጊ፣ 4= አስፈላጊ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አላስፈላጊ (የማያስፈልግ)፣ 1= በጣም የማያስፈልግ)

ተ.ቁ.	የተገኙት ዋና ዋና ውጤቶች/ስኬቶች ጠቋሚዎች (Indicators of Achievement)	የግምገማ ሚዛን				
		5	4	3	2	1
4.1.	የመማርና ማስተማር ሂደት መሻሻል አሳይቷል።					
4.2.	የመማርና ግምገማ ሂደት እንደዚሁም የተማሪዎች ውጤት ተሻሽሏል።					
4.3.	የትምህርት አካባቢዎች ለሁሉም ተማሪዎች ምቹ (የማያሰጉ)፣ ደጋፊ እና መስህብነት ያላቸው ናቸው።					
4.4.	የትምህርት ቤት አመራርና አስተዳደር ለትምህርቱ ጥራት መሻሻል ብቃት ያለው የሪሶርስ አስተዳደር/አመራር፣ የትምህርት ፕሮግራሞችንና የትምህርቱን ሂደት የመምራት ብቃት ተሻሽሏል።					
4.5.	በትምህርት ቤት መሻሻል ፕሮግራም ሂደት የወላጆች/የአሳዳጊዎች እንደዚሁም የአካባቢው ማህበረሰብ ተሳትፎ ተሻሽሏል።					
4.6.	በት/ቤቶች የግለ ግምገማ ልምድ ዳብሯል።					
4.7.	በት/ቤቶች ዲሞክራሲያዊ ባህል ዳብሯል።					

ክፍል 5. በፕሮግራሙ አፈፃፀም ያጋጠሙ ዋና ዋና ችግሮች (Major Challenges Encountered in Implementing SIP)
 በእርስዎ አስታየት/አመለካከት በት/ቤት መሻሻል መርህ ግብር አፈፃፀም የታዩ ዋና ዋና ችግሮች ምንድን ናቸው?
 (እባክዎትን ከዚህ በታች የቀረቡትን ችግሮች በሂደቱ ተከስተው ከሆነ ደረጃቸውን ለማሳየት በምርጫዎ ሥር የ“X”
 ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። ሌሎች የታዩና በዝርዝሩ ያልተካተቱ ችግሮች ካሉም በተሰጠው
 ክፍት ቦታ በመፃፍ ግምገማዎትን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም
 (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
5.1.	የሰለጠነ የሰው ኃይል ፍልሰት/እጥረት					
5.2.	የትምህርት ቤት መሻሻል ፕሮግራም መመሪያዎች የመረዳት ችግር					
5.3.	በመምህራን ፕሮግራሙን ያለመቀበል (ተቃውሞ)					
5.4.	በተማሪዎች ፕሮግራሙን ያለመቀበል (ተቃውሞ)					
5.5.	በማህበረሰብ ፕሮግራሙን ያለመቀበል (ተቃውሞ)					
5.6.	የመምህራን ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.7.	የተማሪዎች ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.8.	የማህበረሰብ ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.9.	የበጀት እጥረት/ማነስ።					
5.10.	የት/ቤት መገልገያ መሣሪያዎች እጥረት።					
5.11.	በአንድ ክፍል ውስጥ የሚሰሩ ተማሪዎች ቁጥር ከመጠን በላይ መሆን።					
5.12.	ብልጫ ላሰዩ አካላት/ግለሰቦች ሽልማት/ምስጋና ማጣት።					
5.13.	በሞያው የተመደበና ብቃት ያለው ርእሰ መምህር አለመኖር።					
5.14.	ለልዩ ፍላጎት ትምህርት የሰለጠኑ መምህራን እጥረት።					
5.15.	በሴቶች ላይ የሚደርስ ጠለፋ፣ ወሲባዊ ጥቃትና ትንኮሳ።					
5.16.	ከሚከተሉት አካላት ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.17.	ከትምህርት ሚኒስቴር ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.18.	ከትምህርት ቢሮ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.19.	ከክፍለ ከተማ የትምህርት መምሪያ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.20.	ከቀበሌ ትምህርትና ስልጠና ጽ/ቤት ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.21.	ከማህበረሰብ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					

Appendix 2. Students' Questionnaire

Note: The students' and School Level Management and Teachers' Questionnaires were the same except for Part I, Part II and some variables in the SIP Domains. Although, separate questionnaires were administered for the two groups of respondents, only Part I and Part II of the students' questionnaire are given here in order to limit the size of the document. The variables not included in the students' questionnaire are indicated by putting the symbol "*" before the serial numbers of the variable in the respective SIP Domains of the School Level Management and Teachers' Questionnaire.

Name of Data Collector: _____

Date of Visit: _____ Time: _____

PART 1. General Information

1.10. Sub City _____,

1.11. Kebele _____,

1.12. School Level

(1) 1-8

(3) 11-12

(5) other (Please specify) _____

(2) 9-10

(4) 9-12

1.13. Respondent's Sex:

(1) Female (2) Male

1.6. Respondent's grade level: _____

1.7. Respondent's Age in completed years: _____

PART 2. Preparation for the Implementation of the School Improvement Programme (SIP)

2.12. Was an awareness workshop or training organized at your school for implementing SIP in which all stakeholders?

(1) Yes

(2) No

(9) Do not know

2.5. Does your school have a three year strategic plan?

(1) Yes

(2) No

(9) Do not know

2.8. Have you received/are you aware of the SIP guidelines? (please tick one).

(1) Yes

(2) No

2.9. Did your school conduct self evaluation? (for school level respondents only).

(1) Yes

(2) No

(9) Do not know

2.10. If your answer to the above question is yes, what level of SIP implementation is your school at present? (Please tick one)

(1) Aspiring

(4) Achieving

(2) Developing

(9) Do not know

(3) Functioning

2.11. What are the major financial sources for implementing SIP in your school/organization? (please indicate in order of importance)

(1) Government

(3) Community

(4) Different School Revenues

(5) Other Please (Specify) _____

(9) Do not know

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃና ምርምር ት/ቤት
የትምህርት ጥናትና ምርምር ኢንስቲትዩት/ተቋም

በተማሪዎች የሚሞላ መጠይቅ
የመጠይቅ ተ.ቁ. _____
የተሳታፊ ኮድ _____

በአዲስ አበባ ከተማ አስተዳደር የት/ቤት መሻሻል ፕሮግራም/መርሀ ግብር አፈፃፀምን በተመለከተ የዳሰሳ ጥናት ለማካሄድ የሚረዳ አግባብነት ያለው መረጃ ለመሰብሰብ የተዘጋጀ መጠይቅ

መግቢያ

የኢትዮጵያ መንግሥት የትምህርትን ጥራት ለማሻሻል ከሚያደርገው ጥረት አኳያ በስሩ ስድስት መርሀ ግብሮችን ያቀፈ 'የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ' (General Education Quality Improvement Package-GEQIP) በሥራ ላይ አውሏል። ከእነዚህ ስድስት የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ መርሀ ግብሮች አንዱም ከ1999 ዓ.ም ጀምሮ በመተግበር ላይ የሚገኝ የት/ቤት መሻሻል ፕሮግራም/መርሀ ግብር ነው። ይህ መርሀ ግብር በሥሩ በአጠቃላይ ትምህርት ተማሪዎች ውጤት መሻሻል ላይ ያተኮሩ አራት ዋና ዋና ርዕሰ ጉዳዮች እና አሥራ ሁለት ንኡሳን ርዕሰ ጉዳዮች፤ እንደዚሁም የተለያዩ ስታንዳርዶችና የትግበራ ጠቋሚዎች ያቀፈ ነው።

አንድ አዲስ መርሀ ግብር በተግባር ላይ ሲውል ደግሞ በአፈፃፀሙ ሂደት የታዩ ጠንካራ ጎኖችና ግድፈቶች/ችግሮች በመፈተሽ ጠንካራ ጎኖችን ለማጠናከር፤ ደካማ ጎኖችን ደግሞ ለማስተካከል የሚረዳ የምርምር ሥራ መካሄድ ይኖርበታል።

ይህ መጠይቅም በአዲስ አበባ ከተማ አስተዳደር የት/ቤት መሻሻል ፕሮግራምን አተገባበርና አፈፃፀም በሚመለከት ጥናት በማካሄድ የታዩት ጠንካራና ደካማ ጎኖች እንደዚሁም ከፕሮግራሙ የተገኙ ጠቃሚ ውጤቶችና የወደፊት ተስፋ በመለየት ለፕሮግራሙ መሻሻል የሚረዱ አስተያየቶች ለማቅረብ የሚያስችል ተገቢ የሆነ መረጃ ለመሰብሰብ የተዘጋጀ ነው።

ጥናቱ በአካዳሚያዊ ጉዳይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች ለፕሮግራሙ መሻሻል ጠቃሚና ጉልህ አስተዋፅኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልፅና በሐቅ የተመሠረተ መረጃ እንዲሰጡን በትሕትና እንጠይቃለን።

ማሳሰቢያ፡

- በመጠይቁ ላይ ሥም መፃፍ አያስፈልግም።
- የሚሰጡት ማንኛውም መረጃ በምስጢርነት ይጠበቃል።
- መረጃው ሌሎች ተሳታፊዎች ከሚሰጡት መረጃ ጋር በመዋሀድ ስለሚተነተን በግለሰብ ላይ የተመሠረተ ውጤት አይዘገብም።

ስለ ተብብርዎ እናመሰግናለን።

ክፍል 1. አጠቃላይ መረጃ

1.1. ት/ቤቱ የሚገኝበት ክፍለ ከተማ _____

1.2. ት/ቤቱ የሚገኝበት ቀበሌ _____

1.3. የት/ቤቱ ደረጃ

(1) 1-8

(3) 11-12

(5) ሌላ (ይገለፅ) _____

(2) 9-10

(4) 9-12

1.4. ያታ: (1) ሴት (2) ወንድ

1.6. የክፍል ደረጃ _____

1.7. ዕድሜ _____

ክፍል 2. ለት/ቤት መሻሻል መርህ ግብር አፈፃፀም የተደረገ ቅድመ ዝግጅት (Preparation for the Implementation of the School Improvement Programme- SIP)

2.1. በት/ቤታችሁ የት/ቤት መሻሻል ፕሮግራም በተመለከተ የምክክር ዓውደ ጥናት (ዎርክሾፕ) ተካሂዶ ነበር?

(1) አዎ

(2) አልተካሄደም

(9) አላውቅም

2.5. ት/ቤትዎ የሦስት ዓመት ስትራቴጂክ ዕቅድ አለው?

(1) አዎ

(2) የለውም

(9) አላውቅም

2.8. የት/ቤት መሻሻል መርህ ግብር መመሪያዎች ተቀብለው/ሰለዙህ ጉዳይ ገለፃ ተደርጎልዎት ነበር? (እባክዎ አንድ መልስ ብቻ ይምረጡ) (1) አዎን (2) አይ

2.9. ት/ቤትዎ ግለ ግምገማ አካሂዷልን?

(1) አዎን

(2) አላካሂደም ⇨ (ወደ ጥያቄ 2.11 ይለፉ)

(9) አላውቅም ⇨ (ወደ ጥያቄ 2.11 ይለፉ)

2.10. ት/ቤትዎ በት/ቤት መሻሻል ፕሮግራም አፈፃፀም ረገድ ያለው ደረጃ ምንድን ነው? (እባክዎ አንድ መልስ ብቻ ይምረጡ)

(1) በዝግጅት ላይ ያለ

(4) የሚፈለገው ደረጃ ላይ የደረሰ

(2) በመጀመር ላይ ያለ

(9) አላውቅም

(3) በመሥራት ላይ ያለ

2.11. የት/ቤት መሻሻል ፕሮግራም ለመተግበር የት/ቤትዎ ዋነኛ የበጀት/የገንዘብ ምንጭ ምንድን ነው? (እባክዎትን አንድ መልስ ብቻ ይምረጡ)

(1) መንግሥት

(2) መንግሥታዊ ያልሆነ ድርጅት

(3) ሕብረተሰብ

(4) የት/ቤቱ ልዩ ልዩ ገቢዎች

(5) ሌላ (ይገለፅ) _____

(9) አላውቅም

ክፍል 3. የት/ቤት መሻሻል ፕሮግራም የትግበራ ጠቋሚዎች (ከዐብይ ርዕሰ ጉዳዮች፣ ከንዑሳን ጉዳዮችና ከስታንዳርዶች አንጻር)

3.1. ዐብይ ርዕሰ ጉዳይ 1፡- መማርና ማስተማር

ጥራት ያለው መማርና ማስተማር በተጨማሪም መረጃ ላይ ተመስርቶ የወደፊቱን ያገናዘበና ችሎታው የዳበረ የተማሪዎች ማህበረሰብ የሚፈጥር ከመሆኑም በላይ መምህራንና ተማሪዎች የላቀ ብቃት (excellence) ለመሻትና ዕምቅ ችሎታቸውን ለመጠቀም ከፍተኛ ጥረት የሚያደርጉበት ክንውን ነው። ይህንኑ በሚመለከት ከዚህ በታች ለቀረቡት የትግበራ ጠቋሚዎች በምርጫ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም።)

ተ.ቁ.	የትግበራ ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.1.1.	ትምህርት ቤቱ ጥራት ላለው መማርና ማስተማር ጠንካራ መሠረት የሚጥሉ በጋራ የተዘጋጁ እሴቶች አሉት።					
3.1.2.	መምህራን ተማሪዎቻቸው የተለያዩ የመማር ፍጥነት እንዳላቸው በመቀበል የማስተማር ዘዴዎቻቸውን በዚህ መሠረት አስተካክለው ተጠቅመዋል።					
3.1.3.	በክፍል ውስጥ መምህራን የሚያደርጓቸው ንግግሮች ያተኮሩት በትምህርቱ ላይ ነው።					
3.1.4.	መምህራን የትምህርቱን አላማ ለተማሪዎች ይገልጻሉ።					
3.1.5.	መምህራን ለተማሪዎቻቸው የሚሰጧቸው ማብራሪያዎችና መግለጫዎች ግልጽና ቁልጭ ያሉ ናቸው።					
3.1.6.	መምህራን ለተማሪዎቻቸው ጥሩ ተምሳሌት ናቸው፤ ለተማሪዎቻቸው አስፈላጊውን ከበሬታ ስለሚሰጧቸው ተማሪዎቻቸው የደህንነትና በራስ የመተማመን ስሜት አድርገዋል።					
3.1.7.	መምህራን በልዩ ፍላጎት፣ በየታ፣ በሃይማኖትና በዘር ላይ በመመሥረት አንዳችም ልዩነት ሳያደርጉ የሁሉንም ተማሪዎች መብት በዕኩልነት ያከብራሉ፤ ተገቢውንም ድጋፍ ይሰጣሉ።					
3.1.8.	መምህራን የማስተማር ተግባራቸውን ለማዳበር (ለማጎልበት) የሚረዱ ወቅታዊ ችግር ፈቺ ጥናትና ምርምር (Action Research) ያካሂዳሉ።					
3.1.10.	መምህራን በሚያስተምሩት ትምህርት ጥሩ እውቀት አላቸው።					
3.1.11.	የትምህርት ቤቱ መምህራን በሚያወጡት ዓመታዊና ዕለታዊ ዕቅዳቸው መሠረት ያስተምራሉ።					
3.1.12.	መምህራን ከተማሪዎቹ፣ ከመማር አውዱ፣ ከትምህርቱ ይዘት፣ ከተፈላጊው ዓላማና ውጤት አኳያ ተገቢነት ያላቸውን የተለያዩ የማስተማር ዘዴዎችንና ስትራቴጂዎችን ይጠቀማሉ።					
3.1.13.	ተማሪዎች ግንዛቤያቸውን ለማሳደግ በሚያስችላቸው ህብረተሰብን መሠረት ባደረጉ ፕሮግራሞችና በትምህርት ቤት ክለሶች ተሳተፏቸዋል።					
3.1.14.	መምህራን የክፍል ትምህርቱን ተማሪዎቻቸው ከተጨማሪም የህይወት ተሞክሮቻቸው ጋር እንዲያገናዝቡ አድርገዋል።					
3.1.15.	የተማሪዎች ውጤት መረጃ ቀደም ሲል ፕሮግራሙ ሲጀመር ከነበረው የመነሻ ነጥብ (ውጤት) የተሻሻለ መሆኑን በግልጽ አሳይቷል።					
3.1.17.	በትምህርት ክፍለ - ጊዜያት ተማሪዎች በንቃት ይሳተፋሉ።					
3.1.18.	ትምህርት ቤቱ ተማሪዎች ደክም ያሉበትን ሁኔታዎች በመለየት የማሻሻያ ስልት አለው (ቀይሶ ተንቀሳቅሷል)።					
3.1.19.	መምህራን የተማሪዎቹን የክፍል ደረጃ ግምት ውስጥ በማስገባት ከትምህርቱ ይዘት ጋር ተገቢነት ያላቸው የተለያዩ የግምገማ ዘዴዎች ተጠቅመዋል።					
3.1.20.	ለተማሪዎች ተገቢው ግብረ-መልስ (feed back) ይሰጣል።					
3.1.21.	የግምገማ መረጃ በክፍል ውስጥ የሚካሄደውን መማርና ማስተማሩን ለማሻሻል ጥቅም ላይ ውሏል።					
3.1.22.	ለወላጆች የተደረገው ሪፖርት ስለ ልጆቻቸው የትምህርት ውጤትና ስላሳዩት እድገት ገንቢ አስተያየቶችን የሰጠ ነው።					

3.2. ዐብይ ርዕሰ ጉዳይ 2፡ ምቹ የትምህርት ሁኔታና አካባቢ

ሁሉንም በዕኩልነት የሚያይ፣ መልካም አቀባበል የሚያደርግ ማህበረሰብ ያለው ትምህርት ቤት ርስ በርስ በመከባበር ላይ የተመሠረተ ግንኙነቶችን ያሳለብታል። ለእያንዳንዱ ተማሪ ፍላጎት ተስማሚ የሆነና ምቹ የሆነ አካባቢ ሊፈጠር ይገባል። ተማሪዎች በትምህርት ቤቱ ማህበረሰብ ውስጥ የደህንነት ስሜት ከተሰጣቸው ትምህርታቸውን በፍላጎት ይከታተላሉ። ተማሪዎች ስለትምህርታቸው ጉዳይ ውሳኔ በመስጠት ተሳትፈው የራሳቸውን አስተዋጽኦ ማበርከት እንዲችሉ አቅማቸው እንዲሳለብትና ድምፃቸውም ዋጋ እንዲኖረው ማድረግ ይገባል። ይህንን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫ ሥር የ"X" ምልክት በመጠቀም ግምገማዎን ያስቀምጡ፡፡ (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት አቆጣጠሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.2.1.	ተማሪዎች በትምህርት ቤቱ ከፍተኛ እርካታ እንዳላቸው የዳሰሳ ጥናቶች አመልክተዋል።					
3.2.2.	በትምህርት ቤቱ መምህራንና ተማሪዎች መካከል አዎንታዊ፣ ገንቢ፣ ግልፅነት የተሞላበትና በዕኩልነት ላይ የተመሠረተ ግንኙነት እንዳለ በዳሰሳ ጥናት ተረጋግጧል።					
3.2.3.	ከትምህርት ቤት የሚታገዱ ተማሪዎች ቁጠር እየቀነሰ መጥቷል።					
3.2.4.	በመግሩ ሂደት ተማሪው ሃላፊነት የሚሰማው፣ በራሱ የሚተማመን፣ ነፃነት የሚሰማውና ተቀባይነት እንዳለው የዳሰሳ ጥናቶች አመልክተዋል።					
3.2.5.	ተማሪዎች ከማስተማሩ ተግባር ትህትናን፣ ቅንነትን፣ ዕኩልነትን አክብሮትንና የላቀ ብቃትን የማግኘት/የመላበስ መብት እንዳላቸው አውቀዋል።					
3.2.6.	ትምህርት ቤቱ በትምህርት ቤት ውሳኔዎች አሰጣጥ ላይ የተማሪዎችን ተሳትፎ አሳድሯል። ለምሳሌ፡- የትምህርት ቤት ካውንስል፣ የወጣቶች ፓርላማ እና የክፍል ስብሰባዎች ይጠቀሳሉ።					
3.2.7.	ትምህርት ቤቱ ተማሪዎችን በአመራር ላይ እንዲሳተፉ ዕድል ሰጥቷል። (ምሳሌ ተማሪዎቹ የትምህርት ቤቱን ክለቦች በመምራት)					
3.2.8.	የሥነ - ተዋልዶ ጤናና ከዚህም ጋር የተያያዙ የርስ በርስ ግንኙነት ሁኔታዎች በሁሉም ክፍል ደረጃዎች የትምህርት ቤቱ ፕሮግራሞች አካል ናቸው።					
3.2.9.	የመማሪያ ክፍሎች ተማሪዎችን ለመማር የሚያነቃቁ፣ ምቹ የመማሪያ አካባቢዎች ስለመሆናቸው በተማሪዎቹ ላይ የተካሄደ የዳሰሳ ጥናት አሳይቷል።					
3.2.10.	ትምህርት ቤቱ የቅሚያ፣ የማስፈራራት፣ የድብደባ እና ሌሎች ከባድ ጥፋቶችን በተመለከተ ያሉትን መረጃዎች በመሰብሰብና ትንተና በማካሄድ ስታስቲካዊ መግለጫ አዘጋጅቶ አቅርቧል።					
3.2.11.	ትምህርት ቤቱ የሴት ተማሪዎችን ብቃት አስመልክቶ መረጃ በመሰብሰብና በመተንተን ውጤታቸው ከፍ እንዲልና በራሳቸው እንዲተማመኑ የሚያስችል ስልት በመዘርጋት ተንቀሳቅሷል።					
3.2.12.	ትምህርት ቤቱ ምን ያህል ምቹና የማያሰጋ መሆኑን ከት/ቤቱ ማህበረሰብና ከወላጆች የተሰበሰቡ መረጃዎች ያመለክታሉ።					
3.2.14.	ት/ቤቱ በየጊዜው ግምገማ የሚደረግበትና የልዩ ፍላጎት ትምህርት ስትራቴጂ ውስጥ የተመለከቱትን የውሳኔ ኃሳቦች ያገናዘበ የልዩ ፍላጎት ትምህርት ፖሊሲ አለው።					
3.2.15.	መምህራን የተለያዩ ዘዴዎች ተጠቅመው የተማሪዎቻቸውን ልዩ ፍላጎት ቀደም ብለው ለይተው አውቀዋቸዋል።					

3.3. ዓቢይ ርዕሰ ጉዳይ 3:- የትምህርት ቤት አመራር (Leadership and Management Domain)

የትምህርት ቤት አመራር ለትምህርት ቤቱ ግልጽ ራዕይ መቅረጽ እና ከትምህርት ቤቱ ማህበረሰብ ጋር በመተባበር መመሪያዎችን በማውጣት ወደ ራዕዩ መምራት ይኖርበታል። ራዕዩ ተማሪን ማዕከል ያደረገ እና ለመምህራን ትኩረት በመስጠት ተከታታይ መሻሻልን የሚፈልግ ነው። አመራርና አስተዳደር የጋራ ሃላፊነትን የሚጠይቅ ተግባር ነው። ይህንን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫዎ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.3.3.	እሴቶች፣ የሥነ ምግባር መመሪያዎች (ethics)፣ መሪ የሆኑ መርሆዎች እና የትምህርት ቤቱ ዓላማዎች በትምህርት ቤቱ ማህበረሰብ በሞላ የታወቁ ናቸው።					
3.3.5.	የትምህርት ቤት መሻሻል ቅድሚያ ትኩረቶች የተነደፉት የትምህርት ቤቱን ማህበረሰብ በማሳካት ነው።					
3.3.9.	በትምህርት ቤቱ ማህበረሰብ መካከል አዎንታዊ ግንኙነቶች መስፈርቶቻቸውን በሠራተኞችና በወላጆች ላይ የተካሄዱ የዳሰሳ ጥናቶች አረጋግጠዋል።					
3.3.10.	የትምህርት ቤቱ መምህራንና ሠራተኞች በትምህርት ቤቱ ውሳኔዎች አሰጣጥ ላይ ጉልህ ተሳትፎ አሳይተዋል (አድርገዋል)።					
3.3.11.	ትምህርት ቤቱ የአሠራርና የግጭት አፈታት ሂደቶች መያዝ ደንብ/ህግ አለው።					
3.3.12.	የት/ቤቱ አስተዳደር የልዩ ፍላጎት ትምህርት ፖሊሲን በማስተባበር፣ በመቆጣጠርና በመገምገም መያዝ ኃላፊነቱን ተወጥቷል።					
3.3.13.	የትምህርት ቤቱ የትኩረት አቅጣጫዎች በተማሪዎቹ የትምህርት ውጤትና በግምገማ መረጃ ላይ የተመረከቱ ናቸው።					
3.3.14.	የትምህርት ቤት መሻሻል ኮሚቴ አመታዊ ሪፖርት ተጠናቅቆ ተማሪዎችን ጨምሮ ለሁሉም ባለድርሻዎች ተሠራጭቷል።					
3.3.15.	የወላጅ-መምህር ህብረት(P.T.A)፣ የትምህርት ቤት መሻሻል ኮሚቴና የተማሪዎች ተወካዮች ካውንስል አካላት በትምህርት ቤቱ ውሳኔ አሰጣጥ ሂደት ተሳትፎ አድርገዋል።					
3.3.16.	የውሳኔ አሰጣጥ ሂደቶች በግልጽ የተብራሩ፣ በማስረጃ የተደገፉና በቀጣይነት የሚተገበሩ ናቸው።					

3.4. ዓቢይ ርዕሰ ጉዳይ 4፡- የህብረተሰብ ተሳትፎ (Community Involvement Domain)

ጥራት ያለው አጋርነትንና (Partnership) የግንኙነት መረብን ከወላጆችና ከህብረተሰቡ ጋር መፍጠር ትምህርት ቤቶች ተማሪዎቻቸውን ከህብረተሰቡ ጋር ለማቀራረብ (ለማገናኘት) ያስችላቸዋል። እውነተኛና ቀጣይነት ያለው አጋርነት ትምህርት ቤቶች ለህብረተሰቡ መረጃዎች ለመስጠትና ህብረተሰቡ ለሚጠበቃቸው ትልሞች (Expectations) ምላሽ ለመስጠት ይረዳቸዋል። ይህንኑ ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትግበራ ጠቋሚዎች በምርጫዎ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትግበራ ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.4.1.	ወላጆች የልጆቻቸውን የቤት ሥራ በመመልከት አስተያየት ሰጥተዋል።					
3.4.2.	ትምህርት ቤቱ ባዘጋጀው በዓል (School events) ላይ የሚገኙ ወላጆችና የአሳዳጊዎች ቁጥር ከፍተኛ ነው።					
3.4.3.	ወላጆች/አሳዳጊዎች እና ተማሪዎች የትምህርት ቤቱን ዋና ዋና እሴቶችንና መርሆዎችን ያውቃሉ።					
3.4.4.	የተማሪን ፕሮግራሞችና ውጤቶች ሪፖርት ማድረጊያ መደበኛ የሆነ የጊዜ መርሐ-ግብር አለ።					
3.4.5.	በሪፖርት አደራረግ ሂደቶች ወላጆች በከፍተኛ ደረጃ መርካታቸውን ገልፀዋል።					
3.4.7.	የክፍል መምህራን መዝገቦች መምህራን ከወላጆችና ከአሳዳጊዎች ጋር የተገናኙበትን ድግግሞሽ (Frequency) ከነትንታኔው ለይተው ያሳያሉ።					
3.4.12.	ትምህርት ቤቱ የህዝብ ግንኙነት ማቴሪያሎች (ጽሁፎችን) በማዘጋጀት ለትምህርት ቤቱ ማህበረሰብ እና ለውጭው ጎብረተሰብ በስፋት አሰራጭቷል።					
3.4.13.	የትምህርት ቤቱ ጋዜጣ/በራሪ ጽሁፍ (News letter) ወቅታዊ ጉዳዮችን ያካተተ፣ መስህብነት ያለው እና የሚያጓጓ ነው።					

ክፍል 4. ከፕሮግራሙ የተገኙት ዋና ዋና ውጤቶች/ስኬቶች (Major Achievements)

በእርስዎ አስታየት/አመለካከት ከት/ቤት መሻሻል መርህ ግብር የተገኙ ዋና ዋና ስኬቶች ምንድን ናቸው? ይህንኑ ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት ጠቋሚዎች በምርጫዎ ሥር የ“X” ምልክት በመጠቀም የእያንዳንዱ ስኬት አስፈላጊነት ደረጃ ግምገማዎን ያስቀምጡ። ሌሎች በዝርዝሩ ያልተካተቱ ስኬቶች ካሉም በተሰጠው ክፍት ቦታ በመጻፍ ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም አስፈላጊ፣ 4= አስፈላጊ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አላስፈላጊ (የማያስፈልግ)፣ 1= በጣም የማያስፈልግ)

ተ.ቁ.	የተገኙት ዋና ዋና ውጤቶች/ስኬቶች ጠቋሚዎች (Indicators of Achievement)	የግምገማ ሚዛን				
		5	4	3	2	1
4.1.	የመማርና ማስተማር ሂደት መሻሻል አሳይቷል።					
4.2.	የመማርና ግምገማ ሂደት እንደዚሁም የተማሪዎች ውጤት ተሻሽሏል።					
4.3.	የትምህርት አካባቢዎች ለሁሉም ተማሪዎች ምቹ (የማያሰጉ)፣ ደጋፊ እና መስህብነት ያላቸው ናቸው።					
4.4.	የትምህርት ቤት አመራርና አስተዳደር ለትምህርቱ ጥራት መሻሻል ብቃት ያለው የሪሶርስ አስተዳደር/አመራር፣ የትምህርት ፕሮግራሞችንና የትምህርቱን ሂደት የመምራት ብቃት ተሻሽሏል።					
4.5.	በትምህርት ቤት መሻሻል ፕሮግራም ሂደት የወላጆች/የአሳዳጊዎች እንደዚሁም የአካባቢው ማህበረሰብ ተሳትፎ ተሻሽሏል።					
4.6.	በት/ቤቶች የግለ ግምገማ ልምድ ዳብሯል።					
4.7.	በት/ቤቶች ዲሞክራሲያዊ ባህል ዳብሯል።					

ክፍል 5. በፕሮግራሙ አፈፃፀም ያጋጠሙ ዋና ዋና ችግሮች (Major Challenges Encountered in Implementing SIP)

በእርስዎ አስታየት/አመለካከት በት/ቤት መሻሻል መርህ ግብር አፈፃፀም የታዩ ዋና ዋና ችግሮች ምንድን ናቸው? (እባክዎትን ከዚህ በታች የቀረቡትን ችግሮች በሂደቱ ተከስተው ከሆነ ደረጃቸውን ለማሳየት በምርጫዎ ሥር የ"X" ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። ሌሎች የታዩና በዝርዝሩ ያልተካተቱ ችግሮች ካሉም በተሰጠው ክፍት ቦታ በመፃፍ ግምገማዎትን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
5.1.	የሰለጠነ የሰው ኃይል ፍልሰት/እጥረት					
5.2.	የትምህርት ቤት መሻሻል ፕሮግራም መመሪያዎች የመረዳት ችግር					
5.3.	በመምህራን ፕሮግራሙን ያለመቀበል (ተቃውሞ)					
5.4.	በተማሪዎች ፕሮግራሙን ያለመቀበል (ተቃውሞ)					
5.5.	በማህበረሰብ ፕሮግራሙን ያለመቀበል (ተቃውሞ)					
5.6.	የመምህራን ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.7.	የተማሪዎች ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.8.	የማህበረሰብ ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.9.	የበጀት እጥረት/ማነስ።					
5.10.	የት/ቤት መገልገያ መሣሪያዎች እጥረት።					
5.11.	በአንድ ክፍል ውስጥ የሚሰጡ ተማሪዎች ቁጥር ከመጠን በላይ መሆን።					
5.12.	ብልጫ ላሰዩ አካላት/ግለሰቦች ሽልማት/ምስጋና ማጣት።					
5.13.	በሞያው የተመደበና ብቃት ያለው ርእሰ መምህር አለመኖር።					
5.14.	ለልዩ ፍላጎት ትምህርት የሰለጠኑ መምህራን እጥረት።					
5.15.	በሴቶች ላይ የሚደርስ ጠለፋ፣ ወሲባዊ ጥቃትና ትንኮሳ።					
5.16.	ከሚከተሉት አካላት ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.17.	ከትምህርት ሚኒስቴር ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.18.	ከትምህርት ቢሮ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.19.	ከክፍለ ከተማ የትምህርት መምሪያ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.20.	ከቀበሌ ትምህርትና ስልጠና ጽ/ቤት ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.21.	ከማህበረሰብ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					

ክፍል 6. የት/ቤት መሻሻል ፕሮግራም ዋና ዋና የወደፊት ዕድሎች/ተስፋዎች (Major Prospects)

በእርስዎ አስታየት/አመለካከት ከት/ቤት መሻሻል መርህ ግብር ለወደፊቱ ሊገኙ የሚችሉ ጥቅሞች/ተስፋዎች ምንድን ናቸው? (እባክዎትን ከዚህ በታች የቀረቡትን ዝርዝር የወደፊት ተስፋዎች ደረጃ ለማሳየት በምርጫዎ ሥር የ"X" ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። ሌሎች በዝርዝሩ ያልተካተቱ የወደፊት ተስፋዎች ካሉም በተሰጠው ክፍት ቦታ በመፃፍ ግምገማዎን ያስቀምጡ። (ኮድ 5=በጣም እስማማለሁ፣ 4=እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2=አልስማማም፣ 1=በጣም አልስማማም)

ተ.ቁ.	የወደፊት ዕድሎች/ተስፋዎች (Possible Prospects)	የግምገማ ሚዛን/አስተያየት				
		5	4	3	2	1
6.1.	የመማርና ማስተማር ሂደት ያሻሽላል። (ሥርዓተ ትምህርቱ ትርጉም ያለው፣ አሳታፊ እና የተማሪዎቹን የእድገት ደረጃና ፍላጎቶች ያገናዘበ እንደዲሆን የመመርመርና የማሻሻል ሂደቶች ያጠናክራል።)					
6.2.	የመማርና ግምገማ ሂደት እንደዚሁም የተማሪዎች ውጤት ይሻሻላል።)					
6.3.	የትምህርት አካባቢዎች ለሁሉም ተማሪዎች ምቹ (የማያሰጉ)፣ ደጋፊ እና መስህብነት ያላቸው ይሆናሉ።					
6.4.	የትምህርት ቤት አመራርና አስተዳደር ለትምህርቱ ጥራት መሻሻል ብቃት ያለው የሪሶርስ አስተዳደር/አመራር፣ የትምህርት ፕሮግራሞችንና የትምህርቱን ሂደት ከተለያዩ የአገሪቱ ፖሊሲዎችና ስትራቴጂዎች ጋር በማጣጣም የመምራት ብቃት ይረጋገጣሉ።					
6.5.	በተማሪዎች ቤተሰብ፣ በትምህርት ቤትና በኅብረተሰቡ መካከል ያለው ግንኙነት የተማሪዎች መማርን የሚያበረታታና የሚያግዝ ከመሆኑም በላይ ተማሪዎች በቤታቸው ውስጥ የሚያገኙት ልምድ በትምህርት ቤት ለሚሰጠው ትምህርት እንደመነሻ ነጥብ ስለሚያገለግል በትምህርት ቤት መሻሻል ፕሮግራም ሂደት የወላጆች/የአሳዳጊዎች እንደዚሁም የአካባቢው ማህበረሰብ ተሳትፎ ይረጋገጣል።					
6.6.	በት/ቤቶች የግለ ግምገማ ልምድ ይዳብራል።					
6.7.	በት/ቤቶች ዲሞክራሲያዊ ባህል ይዳብራል።					
	ሌላ (ይገለፅ)					

Appendix 3. Higher Level Education Management Expert' Questionnaire

Higher Level Education Management Expert' Questionnaire
Questionnaire's Serial No. _____

Respondent's Code _____

ADDIS ABABA UNIVERSITY

**SCHOOL OF GRADUATE STUDIES AND RESEARCH
INSTITUTE OF EDUCATIONAL RESEARCH (IER)**

**Questionnaire Prepared for Collecting Relevant Data/Information on the
Implementation of *the School Improvement Programme (SIP)* in Addis Ababa City
Administration**

General Introduction

In its attempt to enhance quality education, the Ethiopian government has launched **The General Education Quality Improvement Package (GEQIP)** which has six pillars in it. One of the pillars is **The School Improvement Programme (SIP)**, which has been implemented since 1999 E.C. SIP comprises four domains, twelve elements as well as a number of standards and indicators; all of them targeting at improving students' performance in the general education sub sector.

When a new programme is introduced and implemented, it is imperative to conduct research to examine how well it is being implemented; so that best practices can be retained and recommendations can be forwarded for making adjustments.

This questionnaire is designed to collect relevant data/information for the study on the Implementation of the School Improvement Programme (SIP) in Addis Ababa City Administration, with a view of analyzing and reporting its achievements, challenges and prospects. The study is being conducted only for an academic purpose, but the findings can serve to forward recommendations for possible improvements and adjustments in the programme. Thus, your genuine, frank and timely responses are vital to determine the success of this study and you are kindly requested to contribute in filling the questionnaire honestly and responsibly.

Note:

Dear respondents,

- There is no need of writing your name.
- All information you provide will be strictly kept confidential.
- All data will be aggregated and will not personalize individual responses.

Thank you very much for your cooperation

number against each item, where 5= to a very great extent, 4= to a great extent, 3= undecided, 2= to a lower extent, 1= to a very low extent, 9=do not know, 99= not applicable.

S.N.	Resource	Rating Scale						
		5	4	3	2	1	9	99
2.4.1.	Human resources							
2.4.2.	Financial resources							
2.4.3.	Material resources							
2.4.4.	Other (please specify)							

2.17. Do all schools the implement SIP have three years strategic plans?
 (1) Yes (2) No ⇒(GO to 2.8) (9) Do not know ⇒(GO to 2.8)

2.18. Were the strategic plans of the schools prepared with the involvement of the following stakeholders?

S.N.	Stakeholders	Stakeholder Involvement		
		1=yes	2=No	9=Do not know
2.6.1.	Teaching staff members			
2.6.2.	Administrative staff members			
2.6.3.	Students			
2.6.4.	Parents			
2.6.5.	Community members			
2.6.6.	Other (please specify)			

2.19. If your answer to the above question is 'Yes', do you think the school annual plans were prepared on the basis of the strategic plans? (1) Yes (2) No (9) Do not know

2.20. Did all stakeholders receive the SIP guidelines? (please tick one)
 (1) Yes (2) No

2.21. Do you think that all schools that implement SIP have conducted self evaluation?
 (1) Yes (2) No ⇒(GO to 2.11) (9) Do not know ⇒(GO to 2.11)

2.22. If your answer to the above question is yes, what is the average level of SIP implementation in the schools? (Please tick one)
 (1) Aspiring (3) Functioning (9) Do not know
 (2) Developing (4) Achieving

2.23. What are the major financial sources for implementing SIP in the schools? (please indicate in order of importance)
 (1) Government
 (3) Community
 (4) Different School Revenues
 (5) Other Please (Specify) _____
 (9) Do not know

PART 3. SIP Performance Indicators (extracted from the Domains, Elements and Standards)

6.1. Learning and Teaching Domain

Quality learning and teaching is evidence based, futures oriented, creating an empowered community of learners in which teachers and students are challenged to pursue excellence and realise their potential. In this connection, please respond to (rate) the next items by putting an "X" mark below the number against each item, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

S.N.	Element 1. The Quality of Teaching	Rating Scale				
		5	4	3	2	1
	Standard 1. Teacher professionalism and learning is evident in the quality of teacher practice.					
	Performance Indicators					
3.1.1.	The schools have a set of collaboratively developed values and beliefs about the principles that underpin a strong foundation for quality learning and teaching.					
3.1.2.	Teachers accept that students learn at different rates and vary teaching methods accordingly.					
3.1.3.	Teacher talk is focussed on learning.					
3.1.4.	Teachers share the purpose/objectives of lessons with students.					
3.1.5.	Explanations and instructions given by teachers in class lessons are clear and explicit/to the point.					
3.1.6.	Teachers are positive role models for their students and show respect for them so that students feel safe and confident leading to mutual respect					
3.1.7.	Teachers respect students' rights and provide proper support with no discrimination on the basis of any special need, gender religion and ethnic background.					
	Standard 2. Teachers' proficiency, commitment, high expectations and enthusiasm underpin teaching.					
	Performance Indicators					
3.1.8.	There are up-to-date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods.					
	Standard 3. Professional knowledge and values are developed and used.					
	Performance Indicators					
3.1.9.	Peer teaching and experience sharing practices of teachers have been planned and implemented in the schools.					
3.1.10	Teachers have good subject knowledge and apply this effectively in the classroom.					
3.1.11	The school ensures that teachers teach on the basis of their annual plans and daily lesson plans.					
3.1.12	Teachers use a variety of teaching approaches, dependent on students, context, curriculum topic and desired outcomes.					
	Standard 4. Teachers encourage and support students to link what they learn in school with the world outside the school; and to explore the objective reality of their locality.					
	Performance Indicators					
3.1.13	Students are involved in community based programs and school clubs which develop their understanding of wider issues.					
3.1.14	Teachers extend students' thinking into real life situations.					
	Element 2. Learning and Assessment					
	Standard 1. The school holds high expectations for student achievement.					
3.1.15	Data collected on students' achievements clearly show progress measured against the starting point of SIP implementation.					
3.1.16	Data collection from school and class self-evaluation are analysed to provide information about areas of strength and areas requiring further attention and development.					

S.N.	Standard 2. Students are actively involved and motivated to learn. Performance Indicators	Rating Scale				
		5	4	3	2	1
3.1.17.	Students participate/attend actively during classes.					
3.1.18.	The schools have identified possible areas of weaknesses on students that require intervention and have put strategies in place to develop resilience in students					
	Standard 3. Assessment of learning practices support improved learning outcomes Performance Indicators					
3.1.19.	Teachers use different methods of evaluation appropriate to the grade level of the students and content of the lessons and subjects being taught.					
3.1.20.	Processes/mechanisms are in place to ensure/check that there is appropriate feedback given to students.					
3.1.21.	Assessment data are used to improve ongoing learning and teaching experiences for individual and groups of students.					
	Standard 4. Reporting practices support improved learning outcomes Performance Indicators					
3.1.22.	Reports to parents/guardians provide interpretive comments about the progress and achievement of their children.					
	Element 3. Curriculum Standard 1. The curriculum is meaningful, inclusive and appropriate to the developmental stage and needs of the students Performance Indicators					
3.1.23.	Curriculum materials (syllabus, textbooks, and teachers' guides) are evaluated by teachers for appropriateness to the needs and developmental stages of students as well as for inclusiveness.					
3.1.24.	The curriculum materials are evaluated by teachers to ensure that they are relevant to the objective reality (context) of the area.					

6.2. School Environment Domain

A safe and equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favourable environment that addresses the needs of each student. If students are empowered and feel safe in their schools, they can learn with interest. In order to contribute their part and to develop self esteem, students should also be allowed to participate in making decisions about their learning. Below are major issues related to student environment domain of SIP. Please respond to (rate) the next items of this part by putting an "X" mark below the number against each item, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

S.N.	Element 1. Student Focus Standard 1. The school's main priority is meeting the needs of students Performance Indicators	Rating Scale				
		5	4	3	2	1
3.2.1.	Surveys indicate a high level of student satisfaction with the schools.					
3.2.2.	Research has attested that transparent, positive and constructive relationships between staff and students are fostered.					
3.2.3.	Suspension rate has decreased, compared to years prior to SIP implementation.					
3.2.4.	Opinion surveys have indicated that students feel confident, self esteem and independent in learning.					
3.2.5.	The schools' ethos is communicated so as to ensure that students know they have a right to expect courtesy, fairness, respect and excellence in teaching.					
	Element 2. Student Empowerment					
	Standard 1. Resilience, responsibility and self discipline are fostered					
	Performance Indicators					
3.2.6.	The schools have promoted the participation of students in school decision making; (e.g. School Council, youth parliament and class meetings).					
3.2.7.	The schools have provided students with the opportunity to participate in leadership programmes; (e.g. taking part in the leadership of school clubs).					
3.2.8.	Reproductive health and relationship issues are made part of the schools' programme for all year levels.					
	Element 3. Student Support					
	Standard 1. Education Environment is safe, supportive, welcoming for all students					
	Performance Indicators					
3.2.9.	Student opinion surveys have indicated that the classrooms are convenient and safe learning environments where students are motivated to learn.					
3.2.10.	The schools collect and analyse data on robbing, harassment, and violence/beating to produce statistics which are reported.					
3.2.11.	The schools collect and analyse data on the performance of girls and have initiated strategies to enhance their confidence, achievement and opportunities					
3.2.12.	Analysis of data collected from the schools' communities and parents indicate that the schools are safe for learning.					
3.2.13.	Allocated schools' budget includes expenditure on student health and safety.					
	Standard 2. Inclusion- Students have equal access to learning and are helped to achieve in line with their potential and schools follow the duties and responsibilities described in the Special Needs Education Strategy.					
	Performance Indicators					
3.2.14.	The schools have Special Needs Education (SNE) Policy, which is regularly evaluated and follows recommendations of the Special Needs Education Strategy developed by the Ministry of Education.					
3.2.15.	Teachers find ways to know their students and to make early identification of their specific needs.					
3.2.16.	Trained teachers, good support and appropriate materials and facilities are available in the schools to manage SNE programmes.					
3.2.17.	Students' specific needs are recorded and attempts are made to adjust programmes, teaching methods and materials so that the students can achieve to their needs and potentials.					
3.2.18.	Gifted and talented students are able to develop to their potential by being provided with more challenging work and enrichment programmes.					

6.3. Leadership and Management Domain.

Effective and efficient School Leadership and Management play a vital role in implementing the School Improvement Programme by putting the school's strategic vision and strategies as well as by creating a strong collaborative bond among the school community. Presence of effective and efficient School Leadership and Management enables students and teachers to make the best use of their potential in the learning and teaching process. The next items are given to assess the Leadership and Management domain of SIP implementation.

Please respond to (rate) the items of this part by putting an "X" mark below the number against each item where 5= strongly agree, 4= agree, 3= undecided, 2=disagree, 1= strongly disagree.

S.N.	Element 1. Strategic Vision Standard 1: There is a shared school vision, and goals are reflected in setting school priorities	Rating Scale				
		5	4	3	2	1
	Performance Indicators					
3.3.1	Schools' strategic plans are developed as a result of self assessment.					
3.3.2	There is an alignment of professional appraisal and professional learning with schools' goals and vision.					
3.3.3	The values, ethics, guiding principles and purpose of the schools are defined and known by the whole respective schools' communities.					
	Standard 2: Future directions are identified					
	Performance Indicators					
3.3.4	The effectiveness of teaching and learning in all curricular activities is reviewed regularly.					
	Element 2. Leadership Behaviour					
	Standard 1: Sustained school improvement is evident and based on reliable data					
	Performance Indicators					
3.3.5.	School Improvement priorities are formulated in consultation with the schools' community.					
3.3.6	Longitudinal data reflects improved student outcomes.					
3.3.7	All members of the school communities can articulate, in general terms, their respective schools' priorities for the current year.					
	Standard 2: The school is a professional learning community					
	Performance Indicators					
3.3.8	Coaching and mentoring processes by better experienced teachers for staff are established.					
	Standard 3: Relationships are based on collegiality and mutual trust					
	Performance Indicators					
3.3.9.	Staff and parent surveys confirm that positive relationship exist within the schools' community.					
3.3.10	Staff are able to demonstrate significant involvement in school decision making.					
3.3.11	The school has a professional code of practice and a conflict resolution process.					
	Standard 4: Accountability for student learning outcomes is accepted by all stakeholders					
	Performance Indicators					
3.3.12	The schools' management have fulfilled their professional responsibility to monitor, moderate and evaluate the SNE policy.					
3.3.13	School priorities/directions are based on student performance information and assessment data.					
3.3.14	The School Improvement Committees' Annual Report are completed and disseminated to all stakeholders.					

Standard 5: School decision making and governance is shared		Rating Scale				
Performance Indicators		5	4	3	2	1
3.3.15.	Minutes of P.T.As and School Improvement Committees and the Student Representative Council meetings indicate a high level of participation in school decision making and governance.					
3.3.16.	The decision-making processes are clearly described, practical, substantiated, and recorded.					
Element 3. School Management						
Standard 1: Resource management supports educational programs and progress						
Performance Indicators						
3.3.17.	Human, material and financial resources are managed, aligned and used to support the achievement of high levels of student achievement.					
Standard 2: Effective communication with all stakeholders is ensured						
Performance Indicators						
3.3.18.	Regular and effective communications with all stakeholders are ensured/in place.					

3.4. Community Involvement Domain

Developing quality partnership and network with parents and society enable schools to provide quality education. Please rate the existing situation of community participation by putting an "X" mark below the number against each item where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

S.N.	Element 1. Partnership with Parents and Guardians	Rating Scale				
	Standard 1: Parents and guardians are actively involved in their children's learning					
Performance Indicators		5	4	3	2	1
3.4.1.	Parents comment on their children's homework.					
3.4.2.	The number of parents/guardians who attend school events is high. (Attendance or participation of parents/guardians in school events has improved).					
3.4.3.	Parents/guardians and students are able to articulate the schools' major values and principles.					
Standard 2: There is effective communication between the school and parents/guardians						
Performance Indicators						
3.4.4.	Regular schedules of reporting student programs and achievements exist.					
3.4.5.	Parents indicated high satisfaction rate of reporting processes.					
3.4.6.	There is active involvement/participation in formal structures such Parent-Teacher Association and Kebele Education Management and Training Board.					
Standard 3: Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning						
Performance Indicators						
3.4.7.	Class teachers' records identify the frequency and analysis of contact with parent and guardians.					
3.4.8.	School records document the number of parents and guardians who help in the school.					

Element 2. Engaging the Community						
Standard 1: Partnership with the community and external organizations are fostered		Rating Scale				
Performance Indicators		5	4	3	2	1
3.4.9.	There are school policies which embrace community involvement.					
3.4.10.	Schools have commitment to educating and supporting parents and the community, through, for example, literacy programs and information on unsafe/harmful traditional practices.					
3.4.11.	The schools have records of the number of students engaged in community-based programmes.					
Element 3. Promoting Education						
Standard 1: The school is promoted positively to outside community						
Performance Indicators						
3.4.12.	The schools produce public relations materials and distributes them widely inside and outside the school communities.					
3.4.13.	Schools' newspapers/brochures or newsletters are current, attractive and interesting.					

7. Major Achievements Observed in Implementing SIP

According to your opinion, what are the major achievements in implementing the School Improvement Programme (SIP)? Please rate the level of agreement for the speculated/hypothesized achievements given below, where applicable, to indicate the importance of the achievements, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. If you feel that there are other achievements not listed here, please state them in the space provided and rate their importance.

S.N.	Indicators of Achievement	Rating Scale				
		5	4	3	2	1
4.1.	The quality of learning and teaching process has been enhanced/improved.					
4.2.	Learning and assessment as well as students' achievement has been improved.					
4.3.	Education Environment has become safe, supportive, and welcoming for all students.					
4.4.	Effective and efficient school leadership and management has demonstrated resource management which supported educational programs and progresses to ensure quality education vis-à-vis the country's policies and strategies.					
4.5.	Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations are fostered.					
4.6.	Self evaluation has been practiced and developed in the schools.					
4.7.	Democratic culture has been introduced and developed in the schools.					
	Others (please specify)					

8. Major Challenges Encountered in Implementing SIP

According to your opinion, what are the major challenges in implementing SIP? Please rate the degree of challenges given below, where applicable, to indicate the seriousness of the challenge, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. If you feel that there are other challenges not listed here, please state them in the space provided and rate their seriousness.

S.N.	Indicators	Rating Scale				
		5	4	3	2	1
5.1.	Turnover/shortage of manpower					
5.2.	Difficulty in understanding SIP Guidelines					
5.3.	Resistance of the Programme from teachers					
5.4.	Resistance of the Programme from students					
5.5.	Resistance of the Programme from community					
5.6.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among Teachers.					
5.7.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among students.					
5.8.	Lack of the necessary awareness, attitude and practical involvement in SIP implementation among the community.					
5.9.	Insufficient budget					
5.10.	Lack of school facility					
5.11.	Large/overcrowded class size					
5.12.	Lack of reward for those who deserve it					
5.13.	Lack of qualified/trained and effective/operative principal					
5.14.	Lack of trained teachers for special needs education					
5.15.	Abduction/violence against girls					
5.16.	Limited support from the Ministry of Education					
5.17.	Limited support from the City Administration Education Bureau					
5.18.	Limited support from the Sub City Education and Training Office.					
5.19.	Limited support from the kebele Education and Training Office.					
5.20.	Limited support from the Community					
	Other (Please specify)					

9. Major Prospects

According to your opinion, what are the major prospects of the School Improvement Programme (SIP)? Please rate the degree of speculated/hypothesized prospects listed below, where applicable, to indicate the importance of the prospects, where 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. If you feel that there are other prospects not listed here, please state them in the space provided and rate their importance.

S.N.	Possible Prospects	Rating Scale				
		5	4	3	2	1
6.1	The quality of learning and teaching process can be enhanced. Efforts can be made to make the curriculum meaningful, inclusive and appropriate to the developmental stage and needs of the students. Teachers' teaching practice will be improved, strong relationship between teachers and students will be ascertained;					
6.2	The learning and assessment process will be enhanced and students' achievement will be improved.					
6.3	Education Environment will become safe, supportive, and welcoming for all students.					
6.4	Effective and efficient school leadership and management can be demonstrated; resource management which supports educational programs and progresses to ensure quality education vis-à-vis the country's policies and strategies will be ensured.					
6.5	Relationships between the home, school and the community enhance student learning and home experiences of students are used as a starting point for learning. Thus partnership of the school with parents/guardians, the community and external organizations will be fostered.					
6.6	Self evaluation practice can be enhanced in the school/s.					
6.7	Democratic culture can be cultivated in the school/s.					
	Others (please list in the space provided below)					

በቀበሌ፣ በክ/ከተማ፣ በከተማ አስተዳደር
ት/ቤሮ እና በፌዴራል ደረጃ በሚገኙ
ኃላፊዎችና ባለሙያዎች የሚሞላ መጠይቅ
የመጠይቅ ተ.ቁ. _____
የተሳታፊ ኮድ. _____

**አዲስ አበባ የኒቨርሲቲ
የድህረ ምረቃና ምርምር ት/ቤት
የትምህርት ጥናትና ምርምር ኢንስቲትዩት/ተቋም**

በአዲስ አበባ ከተማ አስተዳደር የት/ቤት መሻሻል ፕሮግራም/መርሀ ግብር አፈፃፀምን በተመለከተ የዳሰሳ ጥናት ለማካሄድ የሚረዳ አግባብነት ያለው መረጃ ለመሰብሰብ የተዘጋጀ መጠይቅ መግቢያ

የኢትዮጵያ መንግሥት የትምህርትን ጥራት ለማሻሻል ከሚያደርገው ጥረት አኳያ በስሩ ስድስት መርሀ ግብሮችን ያቀፈ 'የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ' (General Education Quality Improvement Package-GEQIP) በሥራ ላይ አውሏል። ከእነዚህ ስድስት የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ መርሀ ግብሮች አንዱም ከ1999 ዓ.ም ጀምሮ በመተግበር ላይ የሚገኝ የት/ቤት መሻሻል ፕሮግራም/መርሀ ግብር ነው። ይህ መርሀ ግብር በሥሩ በአጠቃላይ ትምህርት ተማሪዎች ውጤት መሻሻል ላይ ያተኮሩ አራት ዋና ዋና ርዕሰ ጉዳዮች እና አሥራ ሁለት ንዑሳን ርዕሰ ጉዳዮች፤ እንደዚሁም የተለያዩ ስታንዳርዶችና የትግበራ ጠቋሚዎች ያቀፈ ነው።

አንድ አዲስ መርሀ ግብር በተግባር ላይ ሲውል ደግሞ በአፈፃፀሙ ሂደት የታዩ ጠንካራ ጎኖችና ግድፈቶች/ችግሮች በመፈተሽ ጠንካራ ጎኖችን ለማጠናከር፣ ደካማ ጎኖችን ደግሞ ለማስተካከል የሚረዳ የምርምር ሥራ መካሄድ ይኖርበታል።

ይህ መጠይቅም በአዲስ አበባ ከተማ አስተዳደር የት/ቤት መሻሻል ፕሮግራምን አተገባበርና አፈፃፀም በሚመለከት ጥናት በማካሄድ የታዩት ጠንካራና ደካማ ጎኖች እንደዚሁም ከፕሮግራሙ የተገኙ ጠቃሚ ውጤቶችና የወደፊት ተስፋ በመለየት ለፕሮግራሙ መሻሻል የሚረዱ አስተያየቶች ለማቅረብ የሚያስችል ተገቢ የሆነ መረጃ ለመሰብሰብ የተዘጋጀ ነው።

ጥናቱ በአካዳሚያዊ ጉዳይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች ለፕሮግራሙ መሻሻል ጠቃሚና ጉልህ አስተዋፅኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልፅና በሐቅ የተመሠረተ መረጃ እንዲሰጡን በትሕትና እንጠይቃለን።

ማሳሰቢያ፡

- በመጠይቁ ላይ ሥም መፃፍ አያስፈልግም።
- የሚሰጡት ማንኛውም መረጃ በምስጢርነት ይጠበቃል።
- መረጃው ሌሎች ተሳታፊዎች ከሚሰጡት መረጃ ጋር በመዋሀድ ስለሚተነተን በግለሰብ ላይ የተመሠረተ ውጤት አይዘገብም።

ስለ ተብብርዎ እናመሰግናለን።

3

ክፍል 1. አጠቃላይ መረጃ

- 1.1. ክፍለ ከተማ _____
- 1.2. ቀበሌ _____
- 1.4. ፆታ: (1) ሴት (2) ወንድ
- 1.5. ተሳታፊው የሚሠሩበት ቦታ (መ/ቤት)
 - (1) የቀበሌ ትምህርትና ስልጠና ጽ/ቤት
 - (2) የክፍለ ከተማ የትምህርትና ስልጠና ጽ/ቤት
 - (3) የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ
 - (4) የትምህርት ሚ/ር
 - (5) ሌላ (ይገለፅ) _____
- 1.6. የትምህርት ደረጃ _____
- 1.7. ዕድሜ _____
- 1.8. በትምህርቱ ዘርፍ የሠሩበት የአገልግሎት ዘመን (በዓመታት)
 - (1) ከ1-5
 - (2) ከ6-10
 - (3) ከ11-15
 - (4) ከ16-20
 - (5) ከ20 በላይ
 - (99) አይመለከተኝም

ክፍል 2. ለት/ቤት መሻሻል መርሀ ግብር አፈፃፀም የተደረገ ቅድመ ዝግጅት (Preparation for the Implementation of the School Improvement Programme- SIP)

- 2.1. የት/ቤት መሻሻል ፕሮግራም በሚተገበሩ ሁሉም ት/ቤቶች የት/ቤት መሻሻል ፕሮግራም በተመለከተ የምክክር ዓውደ ጥናት (ዎርክሾፕ) ተካሂዶ ነበር?
 - (1) አዎ
 - (2) አልተካሄደም ⇒ (ወደ ጥያቄ 2.3 ይለፉ)
 - (9) አላውቅም ⇒ (ወደ ጥያቄ 2.3 ይለፉ)
- 2.2. የት/ቤት መሻሻል ፕሮግራም በተመለከተ በተካሄደው የምክክር ዓውደ ጥናት የሚከተሉት የሚመለከታቸው ባለ ድርሻዎች ተሳትፈው ነበር?

ተ.ቁ.	ባለድርሻዎች	መልስ		
		1=አዎ	2=አይ	9=አላውቅም
2.2.1.	መምህራን			
2.2.2.	የአስተዳደር ሠራተኞች			
2.2.3.	ተማሪዎች			
2.2.4.	ወላጆች			
2.2.5.	የማህበረሰብ አባላት			
2.2.6.	ሌላ (ይገለፅ)			

- 2.3. የት/ቤት መሻሻል ፕሮግራም ለመተግበር በት/ቤቶች የሚከተሉት ድርጅታዊ መዋቅሮች ተመስርቷል? (እባክዎ ከዚህ በታች ለቀረቡት የድርጅታዊ መዋቅር መመሥረት/ዝግጅት ጠቋሚዎች በምርጫዎ ሥር የ“X” ምልክት በማስቀመጥ ይገለጹ::)

ተ.ቁ.	ድርጅታዊ መዋቅር/አደረጃጀት	መልስ		
		1=ተመስርቷል	2=አልተመሠረተም	9=አላውቅም
2.3.1.	የትምህርት ቤት መሻሻል ኮሚቴ			
2.3.2.	የተማሪዎች ካውንስል			
2.3.3.	የዕቅድ ዝግጅት ኮሚቴ			
2.3.4.	የወላጆችና የመምህራን ህብረት/ኮሚቴ			

2.4. በት/ቤቶች የት/ቤት መሻሻል ፕሮግራም ለመተግበር በሰው ኃይል፣ በገንዘብና በቁሳቁስ አቅርቦት በኩል የተደረገው ዝግጅት ብቃት ምን ያህል ነበር? (እባክዎ ይህንኑ በሚመለከት ከዚህ በታች ለቀረቡት የዝግጅት ጠቋሚዎች በምርጫ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ከድ 5= በጣም ከፍተኛ የሆነ ዝግጅት ነበር፣ 4= ከፍተኛ የሆነ ዝግጅት ነበር፣ 3= አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= ዝቅተኛ የሆነ ዝግጅት ነበር፣ 1= በጣም ዝቅተኛ የሆነ ዝግጅት ነበር፣ 9= አላውቅም, 99= አይመለከተኝም)

ተ.ቁ.	የዝግጅት ጠቋሚዎች	የግምገማ ሚዛን/መለኪያ					
		5	4	3	2	1	9=አላውቅም
2.4.1.	የሰው ኃይል						
2.4.2.	ፋይናንስ/ገንዘብ						
2.4.3.	ቁሳቁስ						
2.4.4.	ሌላ (ይገለፅ)						

2.5. የት/ቤት መሻሻል ፕሮግራም የሚተገበሩ ሁሉም ት/ቤቶች የሦስት ዓመት ስትራቴጂክ ዕቅድ አላቸው?
 (1) አዎ (2) አይ \Rightarrow (ወደ ጥያቄ 2.8 ይለፉ) (9) አላውቅም \Rightarrow (ወደ ጥያቄ 2.8 ይለፉ)

2.6. የት/ቤቶቹ የሦስት ዓመት ስትራቴጂክ ዕቅድ የተዘጋጀው በሚከተሉት ባለድርሻዎች ተሳትፎ ነበር?
 (1) አዎን (2) አይደለም (9) አላውቅም

ተ.ቁ.	ባለድርሻዎች	ተሳትፎ		
		1=አዎ	2=አይ	9=አላውቅም
2.6.1.	መምህራን			
2.6.2.	የአስተዳደር ሠራተኞች			
2.6.3.	ተማሪዎች			
2.6.4.	ወላጆች			
2.6.5.	የማህበረሰብ አባላት			
2.6.6.	ሌላ (ይገለፅ)			

2.7. የት/ቤቶች ዓመታዊ ዕቅድ የተዘጋጀው በስትራቴጂክ ዕቅዱ መሠረት ነው ብለው ያምናሉ?
 (1) አዎን (2) አይ

2.8. የት/ቤት መሻሻል መርሀ ግብር መመሪያዎች ለሁሉም ባለ ድርሻዎች እንዲዳረሱ ተደርጓልን? (እባክዎ አንድ መልስ ብቻ ይምረጡ) (1) አዎን (2) አይ (9) አላውቅም

2.9. የት/ቤት መሻሻል ፕሮግራም የሚተገበሩ ሁሉም ት/ቤቶች ግለ ግምገማ አካሂደዋል?
 (1) አዎን (2) አላካሄደም \Rightarrow (ወደ ጥያቄ 2.11 ይለፉ) (9) አላውቅም \Rightarrow (ወደ ጥያቄ 2.11 ይለፉ)

2.10. አብዛኞቹ ት/ቤቶች በት/ቤት መሻሻል ፕሮግራም አፈፃፀም/አተገባበር ረገድ በአማካይ ያላቸው ደረጃ ምንድን ነው? (እባክዎ አንድ መልስ ብቻ ይምረጡ)
 (1) በዝግጅት ላይ ያሉ (3) በመሥራት ላይ ያሉ (9) አላውቅም
 (2) በመጀመር ላይ ያሉ (4) የሚፈለገው ደረጃ ላይ የደረሱ

2.11. የት/ቤት መሻሻል ፕሮግራም ለመተግበር የት/ቤቶች ዋነኛ የበጀት/የገንዘብ ምንጭ ምንድን ነው?
 (እባክዎትን አንድ መልስ ብቻ ይምረጡ)
 (1) መንግሥት
 (2) መንግሥታዊ ያልሆኑ ድርጅቶች
 (3) ሕብረተሰብ
 (4) የት/ቤቱ ልዩ ልዩ ገቢዎች
 (5) ሌላ (ይገለፅ) _____
 (9) አላውቅም

ክፍል 3. የት/ቤት መሻሻል ፕሮግራም የትግበራ ጠቋሚዎች (ከዐብይ ርዕሰ ጉዳዮች፣ ከንዑሳን ጉዳዮችና ከሰታንዳርዶች አንጻር)

3.1. ዐብይ ርዕሰ ጉዳይ 1፡- መማርና ማስተማር

ጥራት ያለው መማርና ማስተማር በተጨማሪም መረጃ ላይ ተመስርቶ የወደፊቱን ያገናዘበና ችሎታው የዳበረ የተማሪዎች ማህበረሰብ የሚፈጥር ከመሆኑም በላይ መምህራንና ተማሪዎች የላቀ ብቃት (excellence) ለመሻትና ዕምቅ ችሎታቸውን ለመጠቀም ከፍተኛ ጥረት የሚያደርጉበት ክንውን ነው። ይህንን በሚመለከት ከዚህ በታች ለቀረቡት የትግበራ ጠቋሚዎች በምርጫዎ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ፡፡ (ከድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም፡)

ተ.ቁ.	የትግበራ ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.1.1.	ትምህርት ቤቶች ጥራት ላለው መማርና ማስተማር ጠንካራ መሠረት የሚጥሉ በጋራ የተዘጋጁ እሴቶች አሉባቸው።					
3.1.2.	መምህራን ተማሪዎቻቸው የተለያዩ የመማር ፍጥነት እንዳላቸው በመቀበል የማስተማር ዘዴዎቻቸውን በዚህ መሠረት አስተካክለው ተጠቅመዋል።					
3.1.3.	በክፍል ውስጥ መምህራን የሚያደርጓቸው ንግግሮች ያተኮሩት በትምህርቱ ላይ ነው።					
3.1.4.	መምህራን የትምህርቱን አላማ ለተማሪዎች ይገልጻሉ፤					
3.1.5.	መምህራን ለተማሪዎቻቸው የሚሰጧቸው ማብራሪያዎችና መግለጫዎች ግልጽና ቁልጭ ያሉ ናቸው።					
3.1.6.	መምህራን ለተማሪዎቻቸው ጥሩ ተምሳሌት ናቸው፤ ለተማሪዎቻቸው አስፈላጊውን ከበሬታ ስለሚሰጧቸው ተማሪዎቻቸው የደህንነትና በራስ የመተማመን ስሜት አድርገዋል።					
3.1.7.	መምህራን በልዩ ፍላጎት፣ በጾታ፣ በሃይማኖትና በዘር ላይ በመመሥረት አንዳችም ልዩነት ሳያደርጉ የሁሉንም ተማሪዎች መብት በዕኩልነት ያከብራሉ፤ ተገቢውንም ድጋፍ ይሰጣሉ።					
3.1.8.	መምህራን የማስተማር ተግባራቸውን ለማዳበር (ለማግለጫ) የሚረዱ ወቅታዊና ተግባራዊ ችግር ፈቺ ጥናትና ምርምር (Action Research) ያካሂዳሉ።					
3.1.9.	ትምህርት ቤቶች የሙያዊ ትምህርት የርስ በርስ መማማሪያ ዕቅድ አውጥተው ተግባራዊ አድርጓል።					
3.1.10.	መምህራን በሚያስተምሩት ትምህርት ጥሩ እውቀት አላቸው።					
3.1.11.	የትምህርት ቤቶች መምህራን በሚያወጡት ዓመታዊና ዕለታዊ ዕቅዳቸው መሠረት ያስተምራሉ።					
3.1.12.	መምህራን ከተማሪዎቹ፣ ከመማር አውዱ፣ ከትምህርቱ ይዘት፣ ከተፈላጊው ዓላማና ውጤት አኳያ ተገቢነት ያላቸውን የተለያዩ የማስተማር ዘዴዎችንና ስትራቴጂዎችን ይጠቀማሉ።					
3.1.13.	ተማሪዎች ግንዛቤያቸውን ለማሳደግ በሚያስችላቸው ህብረተሰብን መሠረት ባደረጉ ፕሮግራሞችና በትምህርት ቤት ክለሶች ተሳተፏል።					
3.1.14.	መምህራን የክፍል ትምህርቱን ተማሪዎቻቸው ከተጨማሪም የህይወት ተሞክሮቻቸው ጋር እንዲያገናዝቡ አድርገዋል፤					
3.1.15.	የተማሪዎች ውጤት መረጃ ቀደም ሲል ፕሮግራሙ ሲጀመር ከነበረው የመነሻ ነጥብ (ውጤት) የተሻሻለ መሆኑን በግልጽ አሳይቷል።					
3.1.16.	ከትምህርት ቤትና ከክፍል ግለ - ግምገማ የተሰበሰበ ዳታ ስለጠንካራ ጎኖችና ወደፊት ትኩረት ሊደረግባቸው ስለሚገቡ ደካማ ጎኖች መረጃ ለማመንጨት ይተነተናሉ።					
3.1.17.	በትምህርት ክፍል - ጊዜያት ተማሪዎች በንቃት ይሳተፋሉ።					
3.1.18.	ትምህርት ቤቶች ተማሪዎቻቸው ደካም ያሉባቸውን ሁኔታዎች በመለየት የማሻሻያ ስልት ቀይሰው ተንቀሳቅሰዋል።					
3.1.19.	መምህራን የተማሪዎችን የክፍል ደረጃ ግምት ውስጥ በማስገባት ከትምህርቱ ይዘት ጋር ተገቢነት ያላቸው የተለያዩ የግምገማ ዘዴዎች ተጠቅመዋል።					
3.1.20.	ለተማሪዎች ተገቢው ግብረ-መልስ (feed back) ይሰጣል፤ ለመሰጠቱም ማረጋገጫ መንገድ አለ።					
3.1.21.	የግምገማ መረጃ በክፍል ውስጥ የሚካሄደውን መማርና ማስተማሩን ለማሻሻል ጥቅም ላይ ውሏል።					
3.1.22.	በት/ቤቶች ለወላጆች የሚደረጉት ሪፖርቶች ስለ ልጆቻቸው የትምህርት ውጤትና ስላሳዩት እድገት ገንቢ አስተያየቶችን የሰጡ ናቸው።					
3.1.23.	የሥርዓተ ትምህርቱ መሣሪያዎች (ሲለብስ፣ የተማሪ መዕሐፍና የመምህሩ መምሪያ) ከተማሪዎቹ ዕድገት ደረጃና ፍላጎቶች ጋር የሚጣጣሙ፤ ተገቢነት ያላቸውና የሚያሳትፉ መሆናቸውን ለመወሰን በመምህራን ግምገማ ተካሂደዋል።					
3.1.24.	የሥርዓተ ትምህርቱ መሣሪያዎች ከአካባቢው ተጨማሪም ሁኔታ ጋር የተዛመዱ መሆናቸውን ለመወሰን በመምህራን ግምገማ ተካሂደዋል።					

3.2. ዐብይ ርዕሰ ጉዳይ 2፡- ምቹ የትምህርት ሁኔታና አካባቢ

ሁሉንም በዕኩልነት የሚያይ፣ መልካም አቀባበል የሚያደርግ ማህበረሰብ ያለው ትምህርት ቤት ርዕስ በርዕስ በመከባበር ላይ የተመሠረተ ግንኙነቶችን ያሳለብታል። ለእያንዳንዱ ተማሪ ፍላጎት ተስማሚ የሆነና ምቹ የሆነ አካባቢ ሊፈጠር ይገባል። ተማሪዎች በትምህርት ቤቱ ማህበረሰብ ውስጥ የደህንነት ስሜት ከተሰማቸው ትምህርታቸውን በፍላጎት ይከታተላሉ። ተማሪዎች ስለትምህርታቸው ጉዳይ ውሳኔ በመስጠት ተሳትፈው የራሳቸውን አስተዋጽኦ ማበርከት እንዲችሉ አቅማቸው እንዲጎለብትና ድምፃቸውም ዋጋ እንዲኖረው ማድረግ ይገባል። ይህንን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ፡፡ (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.2.1.	ተማሪዎች በሚማሩባቸው ትምህርት ቤቶች ከፍተኛ እርካታ እንዳላቸው የዳሰሳ ጥናቶች አመልክተዋል።					
3.2.2.	በትምህርት ቤቶች መምህራንና ተማሪዎች መካከል አዎንታዊ፣ ገንቢ፣ ግልፅነት የተሞላበትና በዕኩልነት ላይ የተመሠረተ ግንኙነት እንዳለ በዳሰሳ ጥናት ተረጋግጧል።					
3.2.3.	ከትምህርት ቤቶች የሚታገዱ ተማሪዎች ቁጠር እየቀነሰ መጥቷል፡፡					
3.2.4.	በመማሩ ሂደት ተማሪው ሃላፊነት የሚሰማው፣ በራሱ የሚተማመን፣ ነፃነት የሚሰማውና ተቀባይነት እንዳለው የዳሰሳ ጥናቶች አመልክተዋል።					
3.2.5.	ተማሪዎች ከማስተማሩ ተግባር ትህትናን፣ ቅንነትን፣ ዕኩልነትን እክብሮትንና የላቀ ብቃትን የማግኘት/የመላበስ መብት እንዳላቸው አውቀዋል።					
3.2.6.	ትምህርት ቤቶች በትምህርት ቤት ውሳኔዎች አሰጣጥ ላይ የተማሪዎችን ተሳትፎ አሳድገዋል። ለምሳሌ፡- የትምህርት ቤት ካውንስል፣ የወጣቶች ፓርላማ እና የክፍል ስብሰባዎች ይጠቀሳሉ።					
3.2.7.	ትምህርት ቤቶች ተማሪዎችን በአመራር ላይ እንዲሳተፉ ዕድል ሰጥተዋል። (ምሳሌ ተማሪዎቹ የትምህርት ቤቱን ክልሎች በመምራት)					
3.2.8.	የሥነ - ተዋልዶ ጤናና ከዚህም ጋር የተያያዙ የርዕስ በርዕስ ግንኙነት ሁኔታዎች በሁሉም ክፍል ደረጃዎች የትምህርት ቤቶች ፕሮግራሞች አካል ናቸው።					
3.2.9.	የመማሪያ ክፍሎች ተማሪዎችን ለመማር የሚያነቃቁ፣ ምቹ የመማሪያ አካባቢዎች ስለመሆናቸው በተማሪዎቹ ላይ የተካሄደ የዳሰሳ ጥናት አሳይቷል።					
3.2.10.	ትምህርት ቤቶች የቅሚያ፣ የማስፈራራት፣ የድብደባ እና ሌሎች ከባድ ጥፋቶችን በተመለከተ ያሉትን መረጃዎች በመሰብሰብና ትንተና በማካሄድ ስታስቲካዊ መግለጫ አዘጋጅተው ያቀርባሉ።					
3.2.11.	ትምህርት ቤቶች የሴት ተማሪዎችን ብቃት አስመልክተው መረጃ በመሰብሰብና በመተንተን ውጤታቸው ከፍ እንዲልና በራሳቸው እንዲተማመኑ የሚያስችል ስልት በመዘርጋት ተንቀሳቅሰዋል።					
3.2.12.	ትምህርት ቤቶች ምን ያህል ምቹና የማያሰጉ መሆናቸውን ከት/ቤቶቹ ማህበረሰብና ከወላጆች የተሰበሰቡ መረጃዎች ያመለክታሉ።					
3.2.13.	ትምህርት ቤቶች የሚመድቡት በጀት የተማሪዎችን ጤንነትና ደህንነት ለመጠበቅ የሚወጣውን ወጭ ያካተተ መሆኑና ለዚህም ተግባር ላይ መዋሉ ተረጋግጧል።					
3.2.14.	ት/ቤቶች በየጊዜው ግምገማ የሚደረግበትና የልዩ ፍላጎት ትምህርት ስትራቴጂ ውስጥ የተመለከቱትን የውሳኔ ኃሳቦች ያገናዘበ የልዩ ፍላጎት ትምህርት ፖሊሲ አላቸው።					
3.2.15.	መምህራን የተለያዩ ዘዴዎች ተጠቅመው የተማሪዎቻቸውን ልዩ ፍላጎት ቀደም ብለው ለይተው አውቀዋቸዋል።					
3.2.16.	ት/ቤቶች የልዩ ፍላጎት ትምህርት ፕሮግራምን ለመምራት እንዲችሉ የሰለጠኑ መምህራንና አስፈላጊ የሆኑ ቁሳቁሶች እና ፋሲሊቲዎች ለማሟላት ጥረት በማድረግ ፕሮግራሙን ተግባራዊ አድርገዋል።					
3.2.17.	በት/ቤቶች የተማሪዎች ልዩ ፍላጎት ተመዝግቦ ተይዟል፤ በችሎታቸው መጠንም ተምረው ውጤታማ እንዲሆኑ ፕሮግራሞች፣ የማስተማር ዘዴዎች እና ማቴሪያሎች እንደየፍላጎታቸው ተስማሚ እንዲሆኑ ተደርጓል።					
3.2.18.	ት/ቤቶች ልዩ ተሰጥዖና የላቀ-ብቃት (gifted and talented) ያላቸው ተማሪዎች ለእነርሱ ተብለው በተዘረጉ ልዩ ፕሮግራሞች አማካይነት ችሎታቸውን ለማሳደግ በቅተዋል።					

3.4. ዓቢይ ርዕሰ ጉዳይ 4፡ የህብረተሰብ ተሳትፎ (Community Involvement Domain)

ጥራት ያለው አጋርነትንና (Partnership) የግንኙነት መረብን ከወላጆችና ከህብረተሰቡ ጋር መፍጠር ትምህርት ቤቶች ተማሪዎቻቸውን ከህብረተሰቡ ጋር ለማቀራረብ (ለማገናኘት) ያስችላቸዋል። እውነተኛና ቀጣይነት ያለው አጋርነት ትምህርት ቤቶች ለህብረተሰቡ መረጃዎች ለመስጠትና ህብረተሰቡ ለሚጠበቃቸው ትልሞች (Expectations) ምላሽ ለመስጠት ይረዳቸዋል። ይህንን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት የትምህርት ጠቋሚዎች በምርጫዎ ሥር የ"X" ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	የትምህርት ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
3.4.1.	ወላጆች የልጆቻቸውን የቤት ሥራዎች በመመልከት አስተያየት ሰጥተዋል።					
3.4.2.	ትምህርት ቤቶች በሚያዘጋጁት በዓል (School events) ላይ የሚገኙ ወላጆችና የአሳዳጊዎች ቁጥር ከፍተኛ ነው።					
3.4.3.	ወላጆች/አሳዳጊዎች እና ተማሪዎች የትምህርት ቤቶችን ዋና ዋና እሴቶችንና መርሆዎችን ያውቃሉ።					
3.4.4.	የተማሪን ፕሮግራሞችና ውጤቶች ሪፖርት ማድረጊያ መደበኛ የሆነ የጊዜ መርሐ-ግብር አለ።					
3.4.5.	በሪፖርት አደራረግ ሂደቶች ወላጆች በከፍተኛ ደረጃ መርካታቸውን ገልፀዋል።					
3.4.6.	እንደ ወላጅ-መምህር ህብረትና የቀበሌ የትምህርትና ስልጠና ጽ/ቤት ባሉ መደበኛ መዋቅሮች ውስጥ ንቁ ተሳትፎ አለ።					
3.4.7.	የክፍል መምህራን መዝገቦች መምህራን ከወላጆችና ከአሳዳጊዎች ጋር የተገናኙበትን ድግግሞሽ (Frequency) ከነትንታኔአቸው ለይተው ያሳያሉ።					
3.4.8.	የትምህርት ቤቶች መዝገቦች ትምህርት ቤቶቻቸውን የረዱ ወላጆችንና አሳዳጊዎችን መዝግበው አስቀምጠዋል (ይዘዋል)።					
3.4.9.	የህብረተሰቡን ተሳትፎ የሚያቅፍ የትምህርት ቤት ፖሊሲ አለ።					
3.4.10.	ለወላጆችና ለህብረተሰቡ ትምህርት ለመስጠትና ሌሎች ድጋፎች ለማድረግ ት/ቤቶች ፕሮግራሞች አሉዋቸው። በዚህ መሠረት በማንበብ፣ በመጻፍና ጎጂ ልምዶች በማስወገድ በሚመለከት ድጋፍ ሰጥተዋል።					
3.4.11.	ትምህርት ቤቶች ህብረተሰቡን መሠረት ባደረጉ ፕሮግራሞች ላይ የተሳተፉ ተማሪዎችን ቁጥር የሚያሳይ መዝገብ አላቸው።					
3.4.12.	ትምህርት ቤቶች የህዝብ ግንኙነት ማቴሪያሎች (ጽሁፎችን) በማዘጋጀት ለትምህርት ቤቶቹ ማህበረሰቦችና እና ለውጭው ህብረተሰብ በስፋት አሰራጭቷል።					
3.4.13.	የትምህርት ቤቶች ጋዜጣ/በራሪ ጽሁፎች (News letter) ወቅታዊ ጉዳዮችን ያካተቱ፣ መስህብነት ያላቸው እና የሚያገኙ ናቸው።					

ክፍል 4. ከፕሮግራሙ የተገኙት ዋና ዋና ውጤቶች/ስኬቶች (Major Achievements)

በእርስዎ አስታየት/አመለካከት ከት/ቤት መሻሻል መርህ ግብር የተገኙ ዋና ዋና ስኬቶች ምንድን ናቸው? ይህንን ጉዳይ በሚመለከት ከዚህ በታች ለቀረቡት ጠቋሚዎች በምርጫዎ ሥር የ"X" ምልክት በመጠቀም የእያንዳንዱ ስኬት አስፈላጊነት ደረጃ ግምገማዎን ያስቀምጡ። ሌሎች በዝርዝሩ ያልተካተቱ ስኬቶች ካሉ ስለመጠቀም ክፍት ቦታ በመፃፍ ግምገማዎን ያስቀምጡ። (ኮድ 5= በጣም አስፈላጊ፣ 4= አስፈላጊ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አላስፈላጊ (የማያስፈልግ)፣ 1= በጣም የማያስፈልግ)

ተ.ቁ.	የተገኙት ዋና ዋና ውጤቶች/ስኬቶች ጠቋሚዎች (Indicators of Achievement)	የግምገማ ሚዛን				
		5	4	3	2	1
4.1.	የመማርና ማስተማር ሂደት መሻሻል አሳይቷል።					
4.2.	የመማርና ግምገማ ሂደት እንደዚሁም የተማሪዎች ውጤት ተሻሽሏል።					
4.3.	የትምህርት አካባቢዎች ለሁሉም ተማሪዎች ምቹ (የማያሰጉ)፣ ደጋፊ እና መስህብነት ያላቸው ናቸው።					
4.4.	የትምህርት ቤት አመራርና አስተዳደር ለትምህርቱ ጥራት መሻሻል ብቃት ያለው የሪሶርስ አስተዳደር/አመራር፣ የትምህርት ፕሮግራሞችንና የትምህርቱን ሂደት የመምራት ብቃት ተሻሽሏል።					
4.5.	በትምህርት ቤት መሻሻል ፕሮግራም ሂደት የወላጆች/የአሳዳጊዎች እንደዚሁም የአካባቢው ማህበረሰብ ተሳትፎ ተሻሽሏል።					
4.6.	በት/ቤቶች የግለ ግምገማ ልምድ ዳብሯል።					
4.7.	በት/ቤቶች ዲሞክራሲያዊ ባህል ዳብሯል።					

ክፍል 5. በፕሮግራሙ አፈፃፀም ያጋጠሙ ዋና ዋና ችግሮች (Major Challenges Encountered in Implementing SIP)
 በእርስዎ አስታየት/አመለካከት በት/ቤት መሻሻል መርህ ግብር አፈፃፀም የታዩ ዋና ዋና ችግሮች ምንድን ናቸው?
 (እባክዎትን ከዚህ በታች የቀረቡትን ችግሮች በሂደቱ ተከስተው ከሆነ ደረጃቸውን ለማሳየት በምርጫዎ ሥር የ“X” ምልክት በመጠቀም ግምገማዎን ያስቀምጡ። ሌሎች የታዩና በዝርዝሩ ያልተካተቱ ችግሮች ካሉም በተሰጠው ክፍት ቦታ በመፃፍ ግምገማዎትን ያስቀምጡ። (ኮድ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3=አልወሰንኩም (ሐሳብ ከመስጠት እቆጠባለሁ)፣ 2= አልስማማም፣ 1= በጣም አልስማማም)

ተ.ቁ.	ጠቋሚዎች	የግምገማ ሚዛን				
		5	4	3	2	1
5.1.	የሰለጠነ የሰው ኃይል ፍልሰት/እጥረት					
5.2.	የትምህርት ቤት መሻሻል ፕሮግራም መመሪያዎች የመረዳት ችግር					
5.3.	በመምህራን ፕሮግራሙን ያለመቀበል (ተቃዋሚ)					
5.4.	በተማሪዎች ፕሮግራሙን ያለመቀበል (ተቃዋሚ)					
5.5.	በማህበረሰብ ፕሮግራሙን ያለመቀበል (ተቃዋሚ)					
5.6.	የመምህራን ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.7.	የተማሪዎች ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.8.	የማህበረሰብ ስለ ፕሮግራሙ አስፈላጊውን ዕውቀት፣ግንዛቤና ተግባራዊ ተሳትፎ ያለመኖር።					
5.9.	የበጀት እጥረት/ማነስ።					
5.10.	የት/ቤት መገልገያ መሣሪያዎች እጥረት።					
5.11.	በአንድ ክፍል ውስጥ የሚሰጡ ተማሪዎች ቁጥር ከመጠን በላይ መሆን።					
5.12.	ብልጫ ላሰዩ አካላት/ግለሰቦች ሽልማት/ምስጋና ማጣት።					
5.13.	በሞያው የተመደበና ብቃት ያለው ርእሰ መምህር አለመኖር።					
5.14.	ለልዩ ፍላጎት ትምህርት የሰለጠኑ መምህራን እጥረት።					
5.15.	በሴቶች ላይ የሚደርስ ጠለፋ፣ ወሲባዊ ጥቃትና ትንኮሳ።					
5.16.	ከሚከተሉት አካላት ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.17.	ከትምህርት ሚኒስቴር ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.18.	ከትምህርት ቢሮ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.19.	ከክፍል ከተማ የትምህርት መምሪያ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.20.	ከቀበሌ ትምህርትና ስልጠና ጽ/ቤት ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					
5.21.	ከማህበረሰብ ተገቢውን/ተፈላጊውን እገዛ ያለማግኘት።					

Appendix 4. Interview guide

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES AND RESEARCH INSTITUTE OF EDUCATIONAL RESEARCH (IER)

Interview Guides Prepared for Collecting Relevant Data/Information on the Implementation of *the School Improvement Programme (SIP)* in Addis Ababa City Administration

Section I. Interview guide for MOE, REB, Sub City Education Department and KETO officials/experts; School Directors, and SIP Committee Members.

1. What is the general/average level of SIP implementation at this time?
2. What does the community participation look like?
3. What are the strengths and weaknesses observed during the implementation of SIP?
4. What are the specific and measurable achievements related to SIP?
5. What are the challenges you have faced/are facing in the implementation of the Program?
6. Are there any other related issues or concerns you may wish to mention?

Section II: Interview Guide for Students, Teachers, and parents

1. How do you see the success of the teaching and learning process in the school, after the introduction of SIP?
2. What does the relationship of students and teachers look like? Has it noticeably improved over the past months or a year?
3. How is your school performance/achievement? Has it improved or not, over time?
4. How strong is the relationship between parents, teachers and students?
5. What are the major achievements in implementing SIP?
6. What are the major challenges in implementing SIP?
7. What are the major prospects of SIP?