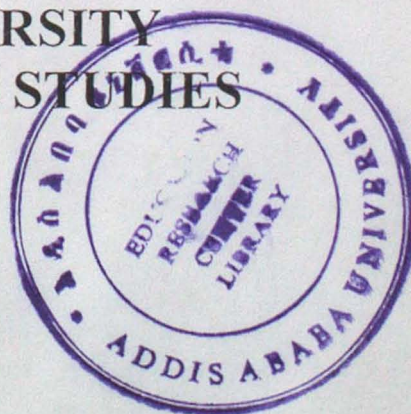


**An Assessment of the Implementation of the  
Standards Set by the Current Education and  
Training Policy for Primary Education in Private  
Primary Schools in Addis Ababa City  
Government**

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SCHOOL OF GRADUATE STUDIES**



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**A Thesis Submitted to the School of Graduate  
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Planning and Management**

**Addis Ababa University  
College of Education**

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# Table of Contents

Contents	Pages
Acknowledgements .....	i
Table of Contents .....	ii
List of Tables .....	iv
Abstract .....	v
Abbreviations and Acronyms .....	vi
<b>CHAPTER ONE</b>	
<b>The Problem and its Approach.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	6
1.3 Objectives of the Study.....	8
1.4 Significance of the Study.....	8
1.5 Delimitation of the Study .....	9
1.6 Limitation of the Study.....	9
1.7 Research Design and Methodology.....	10
1.7.1 Method of the Study.....	10
1.7.2 Sources of Data .....	10
1.7.2.1 Primary Sources.....	10
1.7.2.2 Secondary Sources.....	10
1.7.3 Population, Sample Population And Sampling Techniques.....	10
1.7.4 Instruments of Data Collection .....	13
1.7.5 Procedures of the Study.....	13
1.7.6 Methods of Data Analysis .....	14
1.8 Operational Definition of Terms .....	14
1.9 Organization of the Study.....	15
<b>CHAPTER TWO</b>	
<b>Review of the Related Literature.....</b>	<b>16</b>
2.1 Standards .....	16
2.1.1 The Concept of Standards .....	16
2.1.2 Functions of Standards.....	16
2.1.3 Types of Standards.....	18
2.1.4 Government Involvement in Standardization.....	19

2.2 Educational Standards .....	20
2.2.1 The Function of Educational Standards .....	22
2.2.1.1 Educational Standards for Quality Development.....	23
2.3 The Need for Private School in Developing Countries .....	23
2.4 Setting Educational Standards for Primary Education .....	26
2.4.1 Curriculum .....	27
2.4.1.1 Syllabus.....	31
2.4.1.2 Textbooks.....	32
2.4.1.3 Teachers' Guides .....	33
2.4.1.4 Teaching Aids .....	34
2.4.2 Language of Instruction Policy .....	35
2.4.3 Teacher Qualification.....	37
2.4.4 School Administration.....	39
2.4.5 Promotion Policy.....	42
2.4.6 School Infrastructure/Facilities .....	45
2.5 The Approved Curriculum and the Prescribed Standards for Primary Education in CGAA: an Overview.....	49
2.5.1 Curriculum .....	49
2.5.2 The Prescribed Standards .....	51
2.5.2.1 Physical Features of the School Environment .....	51
2.5.2.2 School Facilities.....	51
2.5.2.3 Teachers and Principals Educational Profile .....	52
<b>CHAPTER THREE</b>	
<b>Presentation and Interpretation of Data.....</b>	<b>53</b>
3.1 Characteristic of Respondents .....	54
3.2 Implementation of the Approved Primary Education Standards.....	55
<b>CHAPTER FOUR</b>	
<b>Summary, Conclusion and Recommendations.....</b>	<b>78</b>
4.1 Summary of the Major Findings.....	78
4.2 Conclusion .....	82
4.3 Recommendations .....	84
References .....	88
Appendices	

# List of Tables

Page

Table 1: Number of private primary schools in the respective sub-cities .....	11
Table 2: Characteristics of respondents.....	54
Table 3: Responses regarding the textbooks and syllabuses being used in the teaching learning process .....	57
Table 4: Responses regarding the availability of the approved curricular and instructional materials .....	60
Table 5: Supervisors' response regarding the utilization of the approved curricular and instructional materials in the private primary schools .....	64
Table 6: Responses regarding the subjects being taught and the language of instruction .....	66
Table 7: Responses regarding teachers' qualification .....	69
Table 8: Supervisors' response regarding principals' qualification .....	72
Table 9: Responses on the availability of school facilities .....	74
Table 10: Responses regarding the availability of administrative structural units.....	76
Table 11: Responses regarding the promotion policies .....	78

## Abstract

*The main purpose of this study was to investigate the implementation of the primary education standards in private primary schools in Addis Ababa City Government. In view of this objective, an attempt was made on how far the approved curriculum and the other prescribed primary education standards were being implemented in the privately owned primary schools.*

*The study was carried out by using a descriptive survey research method. In so doing, 25 private primary schools were selected from four sampled sub-cities based on the student population in each of the schools. As far as the compositions of respondents are concerned 100 teachers, 25 school principals and 12 supervisors were selected for the study. The analysis was made based on the responses obtained from 94 (94%) teachers, 23 (92%) principals and 12 (100%) supervisors. Questionnaire, interview, and observation were the instruments of data collection. The data gathered through questionnaire was analyzed using percentage and, chi-square test statistics.*

*The study showed that the private primary schools did not properly utilize the intended standard aspect curricular inputs such as the approved syllabuses, textbooks, teachers' guides and the other recommended instructional materials from the center. In addition, failure of the private primary schools in implementing the pre-determined curricular requirements such as the specific subjects to be taught, their language of instruction and the time allotted to them, was, also found to be against the primary education standard guideline of the MoE and the CEB.*

*When viewed from the standard set by MoE and the CEB, the academic qualification of the teachers and the principals in the private primary schools was found to be enough or more for the level under study. However, in most of the schools the absence of adequate professional training both by the teachers and the principals was a persistent problem that hinders the schools to properly follow and implement the desired qualification requirement of the said professionals.*

*Further more; the study had revealed that most of the schools were ill-equipped with the desired minimum conditions and requirements of the primary school physical and learning facilities. Moreover, Parent-Teacher Association (PTA) and In-school Teachers Association/committee who are supposed to have a prominent role in school leadership and management were not yet established in most of the schools. Similarly, the promotion policy being practiced by the majority of the private primary schools was not in compliance with promotion policy guideline of the MoE and the CEB.*

*Finally, so as to ensure full compliance and observance of the specified curricular and other prescribed standards as per the approved primary education standard guideline, the paper recommends among other things, that the target private primary schools to be provided with frequent professional support. Concurrently it is also recommended that the City Government of Addis Ababa Education Bureau has to strengthen its educational supervision and inspection services.*

## Abbreviations and Acronyms

CEB = City (Addis Ababa) Education Bureau

CGAA= City Government of Addis Ababa

CGAAEB = City Government of Addis Ababa Education Bureau

EMIS = Educational Management Information Systems

ESDP (I and II) = Education Sector Development Program

IER = Institute of Educational Research

IEC = International Electrotechnical Commission

ISO = International Standardization Organization

MoE = Ministry of Education

MoI = Ministry of Information

NETP= The New Education and Training Policy

PTA = Parent Teacher Association

REB= Regional Education Bureau

TGE = Transitional Government of Ethiopia

TTI = Teachers Training Institute

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, objectives, significance, scope, research design and methodology, definition of key terms used, and organization of the study.

### 1.1 Background of the Study

All governments have pledged to educate more of their population than ever before. This is so because governments of the countries viewed education as a vital instrument in the creation of a modern economy: it is supposed to generate a well-trained and intellectually flexible labor force and skilled man power to increase the countries' scientific and technological development. Education has further functions: to transmit cultural, religious and sometimes political values and to preserve national identity (Baum and Tolbert, 1985:119-121).

The educational system of a country believed to reflect the economic, political and social stage, that a particular country has already attained and its future plans. Thus the goals, objectives, contents and overall organizational structures are designed with the view of such objective realities. However, educational goals and objectives designed in such a manner can be realized only when the anticipated quality inputs are in place (Nwegwu, 1984 and Yalokwu, 2000 cited in Yalokwu, 2002:112-113).

The nation-wide educational programs especially that of primary education required to enjoy the desired quality. This is so because, good primary education is a basic necessity for a country's overall development, productivity, poverty alleviation, environmental protection, family health and planning, good governance and so on, could trace their origin of success to the quality of primary education (World Bank 1990:8). Therefore in order to attain the desired quality standard of education at this level the learners profile and the standard inputs to achieve it have to be well defined and meet the desired minimum standard of the country in question (MoE, 1994:11).

During the 1990s several educational reforms were undertaken in the majority of developing countries. One of the most important ways in which the new reform differed from the earlier one was the development of national standards for major educational aspects (Vegas and Petrow, 2008: 156). This is mainly because the then newly emerged mode of education decentralization gives the central government the responsibility to set curricula broadly, through standards, guidelines, minimum contents or goals and requirements, so as to maintain the envisaged quality standard of education and also to secure substantially the equal opportunity of education nationwide (Yamamoto, 1998: 126). Accordingly, based on the circumstances prevailing in the local condition, the specific nationwide educational standards are commonly set across three key areas of primary education. For minimal or desirable competency, proficiency or mastery levels of students learning (output standards), for service to communities and to schools (process standards) and for the minimum educational offerings and facilities (input standards) (World Bank, 2007:129, Gaither, Nedwek and Neal cited in, Adane and Dawit, 2002:322-330). However, in this thesis only the input aspects have been examined. Therefore, in this paper, an attempt has been made to assess the implementation of the current primary education standards or commonly known the NETP, in terms of the curriculum and the other prescribed standards such as teachers and administrators educational qualifications, physical facilities, language of instruction, promotion policy, etc. in the private primary schools in the City Government of Addis Ababa.

Following the 1994 educational reform Ethiopia has witnessed intensive policies /programs; curriculum reforms and implementations, especially in primary schools. Basically the policy reform aimed to restructure the educational system, expand its accessibility and support with quality standard input so as to make it relevant to the present and future requirements of the economy (MoE, 1994:2). As a result of this, it is believed that both educators and schools have experienced far-reaching educational reforms. The country's education system has also once again witnessed deep-rooted and eventful opportunities and challenges (Dereje, 2002:7).

Among the challenges encountered in implementing the new primary education curriculum throughout the country, shortage of the envisaged quality standard inputs (curricular materials), low textbook-student ratio, shortage of the desired teachers' professional

qualification etc, were the main ones among others, which negatively affect the quality of education through out the country (Dereje, 2002:9 ,Mulugeta 2002:102). Moreover skills to implement policies and directives, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation were also critically lacking at school levels during ESDP-I (MoE, 2002:18)

Inline with the problem of curriculum implementation the issue of the desired standard quality education has been and it is still a major concern in the Ethiopian education system. Among other things, provision of the envisaged standard quality education has been given more emphasis at all levels by the Ministry of Education (MoE). In order to alleviate this problem, the Ministry of Education indicates that through out the education system the increase in enrollment would be complemented by improvements in the standard of the quality-from better standard quality inputs such as teachers, content, methodologies, curriculum etc (MoE, 2002:25).

However, government effort alone has not enabled to address the problem of the desired quality standard education and other primary education priorities. Due to this fact provision of education by private sector was unquestionable. Accordingly, during the last thirteen years, the rapid expansion of private sector has played a vital role in the supply of private education, as the government has concentrated its resources in the achievement of free universal primary Education (UPE) throughout the country. The Education and Training policy (1994) has been the major framework in general and for primary education reform in particular. That it has aimed not only raising the standards of primary schools but also expanding privately owned primary schools by creating the necessary conditions to encourage and give support to private investors to open primary schools in compliance with the country's curriculum and other prescribed primary education standards (MoI, 2002:70-74).

However, although these institutions have played a significant role in lessening the financial burden of the government in its effort to expand access to free primary education; but still in the majority of privately owned primary schools the implementation of the policy according to the anticipated standard inputs remains to be in a dilemma (MoI, 2002:73).

Anticipating the implementation problems in the private Institutions as well as to regulate all the teaching and learning aspects so as to maintain the country's minimum quality education standard at all levels of the private institutions, the Transitional Government of Ethiopia (1995) formulated Regulations for the licensing and supervision of private educational Institutions. Accordingly the Council of Ministers Regulations No.206/1995 articulates "... *that private educational Institutions and their educational programs shall comply with the curricula and the prescribed standards set by the licensing authorities (MoE and REB's)*". On the other hand, the licensing authorities may revoke the license with the non-compliance of the prescribed standards and failing to follow the pre-determined curricula by the licensing authorities. Moreover, it articulates that the licensing authorities have an autonomous body responsible for monitoring, evaluating and providing support to private Institutions (TGE, 1995: 186-187).

In Ethiopia, educational standards are set based on the contents and objectives of the curriculum designed by the Ministry of Education. The curriculum again is based on the policy which emphasized the needs of the community and the country's objective reality. Thus, the approved primary curriculum has a social implication and contains broad description of general goals by indicating an overall educational and cultural philosophy which applies across each school subjects (MoE, 1994:11-15).

In view of the above discussion, the approved primary curriculum as the country's standard for primary school curricula provides the national standards for the objectives, essential knowledge and basic skills, methods of teaching, allotments of time and contents of the teaching for each school subject. In general, it is a planned, estimated and limited education at different grade levels, and it is a composition of a certain curricular inputs such as, the approved subject syllabuses, textbooks, teachers' guides, reference books, teaching aids and teaching methodology given at the center or schools where education is presented (MoE, 1995:27). The aforementioned major curricular inputs are therefore indicators of knowledge and skills that are considered to be appropriate and adequate for students to have acquired at

this particular level of the system or in short they are standard indicators of the level (MoE, 1994:11 and 1995; 18-45, and Yalokwu, 2002: 112).

The question as to what extent the above standard indicator curricular inputs are being implemented at the primary level of the system, in the private schools would have a positive contribution to improve our education and to resolve some of its problems. Issues about the prescribed standards that are directly related to this case like teachers' and educational administrators' professional qualifications, students' promotion policy, school facilities and the school leadership and management structural units are also the main points which are included in this research.

Provision of private primary education in Ethiopia in general and in the city government of Addis Ababa in particular is a recent phenomenon but it had very dramatic expansion within few years. According to Addis Ababa Education Bureau, EMIS (2006/07) recently there are about 216 private primary schools within the ten sub-cities of Addis Ababa, which are accredited by the City Government Education Bureau. Though, the schools have been already certified to provide the service, there are a number of problems that seek due attention in implementing the approved primary education curriculum, in terms of the desired curricular inputs and the other prescribed standards of the level.

In addition, as far as the implementation of the policy standards in private primary schools are concerned the researcher could not find conducted studies. Therefore, it appears to be a timely task to assess if the implementation of the policy standards is successfully achieved or not so as to identify the factors that impede the implementation process in the private primary schools in Addis Ababa.

This study, therefore, has attempted to assess the implementation of the standards set by the Current Education and Training Policy (the NETP) for primary education in the private primary schools.

## 1.2 Statement of the Problem

Primary education serves dual purposes. On one hand, it produces a literate and numerate population that can deal with problems at home and at work. On the other hand it serves as a foundation upon which further education is built. These objectives can be achieved only if the quality of education provided at this level is of a reasonable quality.

Ensuring smooth implementation of the curriculum and attaining the envisaged quality standard of education again calls, the need to fulfill the standard quality inputs, at all levels of the system. To this end, based on the TGE (1995) the “Licensing and supervision of private Educational Institutions Council of Ministers Regulations No. 206/1995”, the ministry of education (1987E.C.) set out standard guideline to implement the New Education and Training policy, at all levels of the education system in general, and at the primary level in particular. According to the Ministry, the standard formulated has both social and pedagogical implications and it is based on the country’s educational goals, contents and objectives of the new curriculum (MoE, 1995; 1-3). During the last thirteen years, Addis Ababa Education Bureau has been enforced and implemented the primary standard guideline, so as to regulate all the teaching and learning aspects and to maintain the required quality standard education at all privately owned primary schools.

However, there are differences in accepting and implementing the standard guideline among the private primary schools in the city government of Addis Ababa (MoI, 2002:73). While working in these private primary schools, the researcher has also come across this particular issue. Inline with this, so far there are various opinions and suggestions from educational personnel and the community in general, as to how education is being provided in the private primary schools. Some of these opinions were:-

1. The new curriculum formulated by the Ministry of Education (MoE) is not implemented properly by the private schools.
2. Some of them do not have well structured educational administration.
3. The teachers’ as well as the administrators’ professional qualifications is not as per the standard set by the Ministry of Education.

4. Students' promotion policy from one grade level to the next is not based on the promotion policy guidelines of MoE and the CGAAEB.
5. Organizational facilities do not meet the minimum standards of MoE and the CEB.
6. More emphasis is given for foreign languages as a result of this the language of instruction set by the policy is not implemented properly.

This study therefore attempts to prove which of the above opinions and suggestions are based on truth. Thus, the purpose of this study is therefore, to assess the implementation of the standards set by the current Education and Training Policy (NETP) for primary education in the private primary schools in the CGAA. To attain this, the following basic questions were raised:

1. Do the private primary schools (1-8) properly follow and implement the existing curriculum designed for primary Education in terms of:
  - i. The desired curricular inputs such as, the approved subjects' syllabuses, textbooks teachers' guides and the other recommended instructional materials?
  - ii. The specific subjects to be taught, their language of instruction and the time allotted to them?
2. Do the private primary schools properly follow and implement the standards prescribed by the Ministry and the City Administration Education Bureau in terms of:-
  - i. Teachers' and principals' qualification?
  - ii. School facilities (libraries, laboratories, classrooms, etc.)?
3. Do they establish all the required organizational administrative units in the leadership and management structure of the school system?
4. Do their promotion policies conform to the guideline of the City Education Bureau and the current Education and Training Policy (NETP)?

### **1.3 Objectives of the Study**

The objective of this study is to investigate the implementation status of the primary education standards set by the ongoing education and training policy of the country in the private primary schools. Thus, making standard implementation evaluation at these schools being the main objective of the study, the specific objectives of this study includes:

1. To examine to what extent the predetermined curricular materials and other requirements of the approved curriculum are being put into practice in the private primary schools.
2. To investigate on how far the prescribed standards set by the licensing authorities (MoE and the CGAAEB) are being implemented in the schools.
3. To give some remedial suggestions and recommendations to alleviate the problems associated with putting the standards into practice.

### **1.4 Significance of the Study**

The problems discussed in the study will give a clear picture on how far the standards are being implemented in the CGAA. Thus, it is expected to contribute the following importance:-

1. Help to indicate how far the approved primary curriculum and the prescribed standards set by the NETP are being implemented in the private primary schools.
2. Indicate the schools, their problems, responsibility and accountability in implementing the approved curriculum and the other standards.
3. Create awareness to the problem among implementers in particular and the public at large.
4. Give some remedial suggestions and recommendations to alleviate the problems.
5. Encourage others to do more and detailed research on the problem.

## **1.5 Delimitation of the Study**

In order to make the study specific and manageable it has been delimited to the private primary schools (both first and second cycle) in the CGAA. Though educational standards are commonly set across three key areas of education i.e. input, process and output aspects, to make the study manageable, it was delimited only on the input standards set by the current education and training policy or commonly known as by the NETP. The standard aspects considered were curriculum, in terms of the approved curricular materials (syllabuses, textbooks, and teachers' guides), the prescribed instructional materials and the specific subjects to be taught, their language of instruction and the time allotted to them. Moreover, among the prescribed standards set by the licensing authorities (MoE and the CEB) the study has been delimited only to the teachers' and principals' educational qualifications, school leadership and management structural units, the minimum required school facilities (i.e. library, laboratory, pedagogical center, etc) and the promotion policies. The reason why the study is delimited in Addis Ababa is that, in the City Government there is a large number of private primary schools, than the other regions. The study has been also bounded to the privately owned primary schools; this is because government primary schools have a separate administrative system than the private ones.

## **1.6 Limitation of the study**

One serious limitation of the study was reluctance of the school leaders to provide the necessary information to the student researcher's request during observation time. This was specifically reflected when most of the school principals were found to be negligent to provide a document that shows teachers' professional qualification. For this reason the researcher was forced to get information about this issue only from sub-city education department supervisors and supervision heads. Willingness of the said officials in providing all the necessary documents would have added a value on the objectivity of the findings of the study. Despite this limitation however, the researcher strongly believes that the information obtained from the sub-city education department supervisors had filled the information gap. Thus, this study is believed to give a vivid picture regarding the implementation of the primary education standards set by the ongoing Education and Training Policy in the private primary schools in the City Government of Addis Ababa.

## **1.7 Research Design and Methodology**

### **1.7.1 Method of the Study**

The research has been conducted following descriptive survey method. This is because the method is helpful to see the overall condition of the primary education being provided by privately owned primary schools, in relation to the implementation of the approved curriculum and the prescribed standards.

### **1.7.2 Sources of Data**

The data was collected from both primary and secondary sources.

#### **1.7.2.1 Primary Sources**

These sources were comprised of officials and experts from sample sub-city education departments as well as sample school principals and teachers. Private school principals and teachers are selected because they are the front line implementers of the approved curriculum at school level. Sub-city education department officials and supervisors are included in the study since they are in close contact with the schools and they are also involved in assisting and supervising them. In addition to the data collected from the aforementioned primary sources, observation regarding the availability of the approved curricular inputs, physical facilities and related matters were made in the sampled schools.

#### **1.7.2.2 Secondary Sources**

Secondary data were collected from relevant documents like policy guidelines, regulations, rules and directive from MOE and CGAAEB.

### **1.7.3 Population, Sample population and sampling Techniques.**

There are a total of 216 private primary schools of different types run by private investors within the ten sub-cities of Addis Ababa. When we look at the distribution of these schools in the City Administration, they are distributed unevenly i.e., their number vary from one sub-city to the other.

Currently, all the above privately owned primary schools are accredited by the CGAAEB to provide primary education at the first cycle (1-4), second cycle (5-8) as well as for both of the cycles (1-8) at the same time. In this regard, therefore, they are expected to follow

the approved primary curriculum and other prescribed standards of MoE and the City Administration Education Bureau. To this end, education department at each sub-city is responsible to assist and supervise the schools with in the sub-city. On the other hand, the department at each sub-city has the power to inspect the schools during working hours to assertion that they are operated in compliance with the prescribed standards. Therefore, the sample population was drawn from officials and supervisors from sample sub-city education departments as well as from principals and teachers of the sampled private primary schools.

Accordingly, the sub-cities in the city government were classified into three strata on the basis of the number of private primary schools of both cycles, as shown in the table below:

**Table1. Number of private primary schools in the respective sub-cities**

No	Category	Sub-City	Number of Schools
1	High number of schools	Nefas silk-lafto	46
		<b>Bole</b>	40
		Yeka	36
		<b>Sub- total= 122</b>	
2	Moderate number of Schools	Kolfe keranio	27
		<b>kirkos</b>	20
		Akaki-kaliti	13
		<b>Lideta</b>	11
		<b>Sub-total= 70</b>	
3	Low number of Schools	Addis Ketema	9
		<b>Gullelie</b>	8
		Arada	7
		<b>Sub-total= 24</b>	
			<b>Total = 216</b>

Source: City Government of Addis Ababa Education Bureau, EMIS 1999 E.C (2006/07).

In selecting the samples, first a minimum 30% of each stratum from each category was selected on the basis of random sampling techniques by using lottery method because they have common characteristic. The cut line of the number of schools is based on the student

researcher's reasoning so as to stratify the population into a number of non-overlapping subpopulations or strata and then sample schools were selected from each stratum (category).

Accordingly *Bole*, from category one, *Kirkos* and *Lideta* from category two and *Gullelie* from category three were included in the study. Again by stratifying in to three on the basis of student population, the schools which contain both first and second cycle (1-8) were selected purposely, so as to asses both of the cycles together from the chosen sub-cities. Finally a total of 4 sub-cities and 25 private primary schools (the sum total of 30% from each of the selected sub-cities) were included in the study. Accordingly, the following schools were included in the sample.

<u><b>Bole</b></u>	<u><b>Kirkos</b></u>	<u><b>Lideta</b></u>	<u><b>Gullelie</b></u>
1. Ethio Parents	1. Fancy Youth Academy	1. School of America	1. Gullelie Holy Savior
2. Embut	2. Blue Bird	2. Family	2. Elbetel
3. Horizon Youth Academy	3. Peace of Sheba	3. Millenia	3. Emperial
4. Bright Future	4. Diventary Academy	4. Silver Bells	
5. Nati Academy	5. Adey Ababa		
6. Finot Academy	6. Alfa		
7. Fana Academy			
8. Council Academy			
9. Bona Fuldura			
10. Super Holy Savior			
11. Andent International			
12. Mustequubel			

Regarding the selection of respondents from the sampled sub-cities and schools, school principals and sub-city officials (supervision heads) were included in the sample by using availability-sampling technique since they are few in number. The other groups of respondents constitute teachers and sub-city education supervisors. As far as the supervisors are concerned availability-sampling technique was employed, this is because according to the current educational leadership and management structure of the City under study, there are only three supervisors at each sub-city, and from four of the sampled sub-cities 100% of

them were included in the study. On the other hand 30% of the sampled schools teachers were selected on the basis of random sampling using lottery method because of their similar characteristics.

#### **1.7.4 Instruments of Data Collection**

In order to secure appropriate and sufficient information pertaining to the subjects of the study, questionnaire and interview questions were set and administered. Questionnaire is used for its appropriateness to secure data from people at a time and for its characteristics that allow informants express their ideas and opinions freely. Accordingly, questionnaires comprised of both open and closed-ended items were set and dispatched. Besides, structured and unstructured interviews were used as an instrument to get information from officials. In addition, observation checklist was also employed to collect data within the relevant issues about the subjects of the study.

#### **1.7.5 Procedures of the study**

The study incorporates different stages. At the initial stage of investigation, a review of the related literature was made to buildup a theoretical background about the subjects of the study and to develop instruments of data collection tools. In this regard, documents, statistical abstracts, directives and guidelines were investigated to collect relevant information. Then, the researcher visited the City Government of Addis Ababa Education Bureau and some private primary schools to secure relevant documents and information as a preliminary survey. And hence, the preliminary survey enabled the researcher to select the sampled schools, sub-city education departments and respondents.

At this stage, in view of the basic research question of the study based on the review of literature and the information obtained through informal discussions, data collection instruments were developed, and piloted in two private primary schools and one sub-city education department to check language clarity and appropriateness of the items contained in the data collection tools.

Finally, based on comments obtained during the pretest the research questionnaires were modified and administered, interviews and observations were also conducted. After a while, the questionnaires were collected and analyzed by using tables and appropriate statistical tools.

### **1.7.6 Methods of Data Analysis**

After the questionnaires have been collected from the respondents, the data gathered were coded and manipulated using simple percentages in such a way that it describes the characteristics of respondents and percentage of responses to the given item. In addition to these, Chi-square test statistics( $\chi^2$ ) at 5% level of significance using SPSS for windows version 16 was employed to determine the differences between the responses of the sample groups or to test percentage differences between different categories of the respondents. This is due to the fact that Chi-square( $\chi^2$ ) is used to determine the differences between sets of categorical data based on frequency counts. Chi-square test is statistically significant when  $\chi^2$  table value is less than the calculated value, and insignificant when it is greater than the calculated value.

Then based on the data analysis, interpretations were made to reach certain findings. Finally, conclusions and possible solutions were recommended.

### **1.8 Operational Definition of Terms**

- ◆ **Assessment:** - the process by which as many data as possible are gathered and used to evaluate Institutions (any thing for that matter) more accurately in order to make informed decision.
- ◆ **Implementation:** - the execution of a program or project aimed at achieving specific objectives (Mulugeta, 2002:87).
- ◆ **The Current Education and Training Policy:** - commonly called the NETP is the currently implemented educational policy of Ethiopia that was declared in April 1994, after the Military Government was overthrown and replaced by the transitional Government of Ethiopia.

- ◆ **Primary Education:** - an educational program provided to grades 1-8 sub-divided in to two cycles-grades 1-4 and grade 5-8 first cycle and second cycle respectively.
- ◆ **Private Primary School:** - are schools owned and run by private investors.
- ◆ **Standards:** - an established goal, objective or criterion prescribed by concerned bodies expressed either in terms of educational inputs, process and outputs or philosophically as an ideal of excellence (Good, 1973:553).

### **1.9 Organization of the Study**

This research report comprises of four chapters. The first chapter contains background of the study and its approach. The second chapter deals with a review of the related literature, and the third chapter deals with presentation and analysis of the findings. The final chapter contains summary, conclusions and recommendations of the study. At the end, papers containing information that were used in this study have been annexed in the appendices.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Standards

##### 2.1.1 The Concept of Standards

The word standard has been defined in various ways, including a basis of measurement: a criterion: an established or accepted model: a definite level of excellence or adequacy required (Chambers Twentieth Century Dictionary, Cited in, Boore, 1995: 197). RCN, (1986) cited in, Boore, (1995: 195), has also defined standard as a professionally agreed level of performance appropriate to the population addressed. Moreover, Singo, (1988), cited in, Boonds and others, (1994: 142), has defined standards as a written set of specifications, protocols, rules and procedures or uniformity of goods and services. In the most general sense, a standard can be considered as a model or an example that has been established by some form of authority, custom, or general consent, so as to define characteristics or performance, to convey information, or provide a means of communication (Guasch and others, 2007: 9).

Accordingly, standards can be a written set of technical, dimensional, or performance requirements or it can also be an accepted process or procedure established to ensure the desired quality, safety, environmental protection, welfare, and other societal objectives (Richardson, 1997: 360). In view of the preceding discussion, educational standards can be shortly defined as an established goal, objective or criterion prescribed by some form of authority expressed either in terms of educational inputs, process and outputs or philosophically as an ideal of excellence (Good, 1973:553).

##### 2.1.2 Functions of Standards

Any nation in the modern world brings a broad range of rights and obligations to its citizens. These include rights to education, safety, security and access to information. Obligations include respecting the safety, property and privacy of others, protecting the environment, etc. are among others (ISO Focus, 2006: 9). Thus, standards help citizens to exercise these rights and obligations. They do this, for example, by providing consumers

with information and protection, by ensuring the quality and safety of products and services, and by defining minimum requirements or giving guidance related to the environment and other issues important to citizens, including societal equity, health, education, security, information and communication and fair trade (ISO focus, 2007: 9).

In the 21<sup>st</sup> century, the increased global trade and business competition associated with globalization which is characterized by significant increase in global flows of information, ideas, production factors, technology, goods and services, has brought about deep and pervasive integration of the world economy (Guasch and others, 2007: 2). Accordingly, it is also believed that apart from local standards, International Standards by International Standards Organizations like ISO, IEC, ITU etc. by developing international standards open up markets, brings environmental protection, safety, security, health and access to information and knowledge (ISO Focus, 2006: 9). Moreover, it is generally believed that, international standards help in breaking down barriers between the rich and poor nations and help in providing higher quality and lower costs by ensuring that competition exists between vendors (Guasch and others, 2007: 3-8).

In view of the above discussion, DTI (2005), Swann (2000), and Blind (2004), cited in, Guasch and others, (2007: 15-17), have distinguished four basic categories of standards functions:

- *Information and Reference Standards, also Called Measurement Standards*, establish a common technical language in which to compare physical attributes and convey descriptive technical information.
- *Variety-Reducing (or Interchangeability) Standards* define, the common characteristics of two or more entities. In this way they provide interchangeability and generate economies of scale and economies of learning in production.
- *Compatibility and Interface Standards* define physical or virtual relationship between independent entities for the purpose of interoperability or communication.
- *Minimum Quality and Safety Standards* allow consumers to assess the quality or safety of goods and services before purchasing it.

### 2.1.3 Types of Standards

According to their origin and type of cooperation mechanism when they are set (specified), standards can broadly be classified in to two main categories, formal (de jure) standards and market (de facto) standards (Guasch and others, 2007: 51).

#### A. Formal (de jure) standards

These are standards which involve an explicit coordination and negotiation process prior to commitment to a particular standard. There are two basic standards of formal standards: voluntary standards and mandatory standards (Guasch and others, 2007: 52).

- 1) *Voluntary Standards*: Standards developed by interested groups through voluntary standards development organizations. This means, in this case stakeholders, including both producers and consumers can agree on a standard through an open committee or other mechanisms.
- 2) *Mandatory Standards*: Standards elaborated by governmental authorities and their application are compulsory. They occur when externalities are so strong that the private incentives to standardize are suboptimal. This is the case of standards that regulate private supply of public services like education.

#### B. Market (de facto) standards

According to, Guasch and others, (2007: 51-52), these are standards basically originate and used in manufacturing industries and are the result of industry self-regulation. There is no explicit mechanism for cooperation between interested parties; these standards originally evolve through series of unilateral, irrevocable purchasing choices. This means that one agent chooses first, and others follow with their choices based on previous choices and personal preferences.

Market standards can be *unsponsored*: if they do not involve any proprietary rights or identifiable author and are accessible to all market participants, or they can be *sponsored*: if they involve the proprietary rights to a set of technical specifications, where a specific design wins a position of market dominance (Guasch and others, 2007: 51-52).

On the other hand, according to their origin, Richardson, (1997: 360), has classified standards into five broad types: (1) *physical* standards to compare physical attributes, such

as weights and measures and they are mainly kept by the International Institutes of standards and Technology, (2) *regulator* like those from the International Environmental Protection Agency (IEPA), (3) *voluntary* standards recommended by technical societies, product and trade associations, (4) *public* standards promoted by government bodies for major public goods and services, such as health, education, etc. (5) *private* standards developed by companies.

#### **2.1.4 Government Involvement in Standardization**

Basically, the strong public good elements, such as health, education, etc justify government involvement in the process of standardization, meaning in the process of setting and Implementing Standards. Hence, the rational behind for the state intervention in standardization is that a free market is unlikely to produce the optimal quantity and quality of the desired public goods and services (Jimenez, 1986: 112).

Accordingly, the state involvement in standardization is mainly evident in the formal (both mandatory and voluntary standards). Many of the advantages of formal standards over market standards stem from the fact that they incorporate the views of a much broader range of stakeholders (Guasch and others, 2007: 55). However, uneven representation in voluntary standards committees can occur for variety of reasons and can lead to short sighted and biased standards. In this regard, according to, Guasch and others, (2007: 55), the possible role of the government is to help balance standards committees by promoting the involvement of marginal participants or by representing excluded interests in the committees during the setting of standards.

Similarly, the state can also play a role in correcting failures in the diffusion and implementation of formal standards (Guasch and others, 2007: 56). Many standards involve significant implementation barriers, mainly caused by a lack of technical skill, time or sufficient resources (man power, material and money), which make them poorly understand and difficult to adopt and implement. Accordingly, government can compensate for these failures by creating programs and policies that promote the wide spread diffusion and implementation of standards (Guasch and others, 2007: 55). Especially, with regards to the mandatory standards governments play a significant role in

the adoption and implementation of standards through binding regulations, with punitive measures for non observance and non compliance of the specified standards (Guasch and others, 2001: 56). This is mainly desirable in the social service domains where externalities are high such as health, education, environmental protection etc. (Jimenez, 1986: 112).

## **2.2 Educational Standards**

Educational standards articulate the binding requirements for school-based teaching and learning (Grisay and Mahlck, 1997: 4). They thereby constitute key mechanisms in the effort to secure and enhance the quality of the work done in schools (Murgatroyd and Morgan, 1994: 45-48). They identify goals for pedagogical work, expressed as desired learning out comes for students by taking account also to the students' result determinants: the provision of teachers, buildings, equipments, and curricular requirements such as, text books, the teaching-learning methods, etc. (Ashcroft, 2005: 46-48, Otto, 1944: 9-10). Accordingly, educational standards needed in there key areas of education: students learning (outcome standards), teaching-learning strategy (process standards) and the human and material resource allocation to schools (input standards) (World Bank, 2007: 129, Ashcroft, 2005: 46-48).

Generally, the concept of educational standards refers to the above three key areas of education. In the context of students learning or outcome, educational standards refer to the establishment of minimal or desirable competence, proficiency or mastery levels for students learning (Kellaghan and Greaney, 2004: 38). Similarly, according to the World Bank, (2007: xv), outcome standards are both a system of measurement or "metrics", such as a way of measuring a student's performance (e.g. words read correctly per minute), as well as a specific numerical goals to be achieved (e.g. being able to read 60 words per minute by the end of grade 2) or it can be non-numerical skills to be learned (e.g. learning latter-sound recognition), etc. In the context of teaching- learning strategy, standards generally refer to the decisions of how to organize and supervise the teaching-learning process. Accordingly, process standards refer to the establishment of certain accepted process or procedures to help as a guide for constantly monitoring: how the teaching and learning process is proceeding, the difficulties and successes of students and the teacher

preparation, presentation and evaluation of each session and of the programme as a whole (World Bank, 2007: xv, Boore, 1995: 203, Harlen, 1987: 43). Thirdly, in the context of human and material inputs to the educational process; input standards refer to the minimum requirements for: factors relating to the students (qualifications, experience and aspirations), factors relating to the curriculum requirements (text books, teaching aids, syllabus, etc.), factors relating to the administrative and technical staff and factors relating to the physical facilities (Ashcroft, 2005: 46-48, Frazer, 1992: 20-21).

In view of the above discussion, Grisay and Mahlck, (1991: 4), have stated that educational standards generally refer to the philosophy or ideology of a government that implicitly or explicitly determine goals and specify minimum requirements for different key aspects of education, although naturally each one will differ in the relative emphasis it places. Similarly, Murgatroyd and Morgan, (1994: 47), have stated that educational standards refer to the development of a statement of educational quality assurance for various key areas of education, by specifying and publishing the expectation of governments, based on expert panel recommendation and other considerations. This means that educational standards were basically based on educational goals that were intended to drive school-based teaching and learning. Accordingly, Kellaghan and Greaney, (2002), cited in, Yohannes, (2005: 11) have concluded that educational standards are inductors for the knowledge and skills that are considered appropriate and adequate for students to have acquired at particular levels in the education system. This again implies that educational standards must be viewed as being relative to the particular purpose, place and type of students. Strengthen this idea, Beeby, (1969), cited in, Grisay and Mahlck, (1991: 4), has stated that much of the confusion in the debate on the decline of educational quality stems from the common belief that there existed a set of universal and eternal criteria for the achievement or performance of pupils, schools or the entire educational system. But, since the conditions and needs vary from one country to another, and knowledge and technology are constantly changing, educational standards must be regarded as fundamentally relative. In view of this fact, Murgatroyd and Morgan, (1994: 48), the World Bank, (2007: 130), have concluded that educational standards need to allow for cultural and regional diversity. Furthermore, standards set should be periodically

reviewed on the basis of research studies also because aspirations and expectations of the population change (Grisay and Mahlck, 1991: 4). Finally changes in standards must be related to changes pertaining to learning conditions such as resources, class room practices, and teacher competence.

### **2.2.1 The Function of Educational Standards**

Broadly speaking educational standards are set to translate the schools' educational mission in to concrete terms for key areas of teaching and learning and thus gear teaching and learning towards the shared goals. In this regard, educational standards provide two main functions in the school system. These are *orientation* and *feedback* functions. The orientation function of educational standards provides schools with guidance in the implementation of the binding educational objectives. Standards can serve as a road map for teachers, students, and parents, in working together towards the pedagogical development of their schools and the continued improvement of teaching. (<http://www.bmbf.de/pub/the-development-of-national-educational-standards.pdf>). Accessed in December, 2007.

The second function of educational standards is to make it possible to assess and evaluate educational outcomes and thus to determine whether students have in fact acquired the desired competencies. This makes it possible to gauge the degree to which the educational system has succeeded in its mission (educational monitoring) and gives the schools feedback on the out comes of their work (school evaluation). In this regard, feed back and an out put related approach, further helps to examine the effects (and side effects) of teaching and instruction, and also facilitate a professional, rational approach which help to promote the professional expertise of the teaching staff and further the quality development of schools and class room instruction. (<http://www.bmbf.de/pub/the-development-of-national-educational-standards.pdf>). Accessed in December, 2007.

### **2.2.1.1 Educational Standards for Quality Development**

#### **In the Education system**

Currently educational standards are viewed as an instrument to promote educational quality as well as equity of quality system-wide (Vegas and Petrow, 2008: 163). By deciding to establish educational standards on the national level several countries have already declared their support for the goal of assuring comparable educational quality in all of their states, there by helping to achieve equal opportunity in education nation-wide (World Bank, 1995: 74). Especially in the context of greater decentralization of curricular control, educational standards are considered to be the key not only to efficiency, but also to a rights- oriented approach to quality and equity of quality, there by helping central governments to enforce minimum requirements for various aspects of education so as to control and guarantee the desired minimum level of educational offerings so as to maintain the desired quality and equity of educational out come nation wide (Vegas and Petrow, 2008: 163, World Bank, 2007: 129). Emphasizing the importance of this approach, Stoops and others (1981), have also concluded that a set of standards defining minimum educational offerings and facilities nation wide will promote the assurance that all children have an equal opportunity to be educated.

Accordingly, after the reforms of the 1990s most developing countries are now indicating a growing emphasis on setting and using national educational standards for various key aspects of education (Vegas and Petrow, 2008: 168).

### **2.3 The Need for Private School in Developing Countries**

The public sector in developing countries plays a major role in financing educational services. At the end of 1980's public schools enrolled approximately 90 percent of all students at the primary level in all most all developing countries and 70 percent at the secondary level (Jimenez and others 1991: 2005). These enrollment figures have large implications for public spending, since public institutions recover little of their costs through fees. Accordingly, education averages about 16 percent of public spending in all developing countries, going as high as 22 % in West Africa (Jimenez, 1986: 111-113).

Despite this, public sector schools in most developing countries have limited resources to maintain school infrastructure and offer basic amenities for an appropriate learning environment. Aside from responding to excess and differentiated demand; maintaining an appropriate quality of education is also a challenge for the public sector in most developing countries (Patrinos and Sosale, 2007: 1).

According to Jimenez (1986), some people argued that the above scale of public spending on educational service is justified firstly on *equity* grounds. They see social spending as an effective method of income redistribution, particularly if it is financed from progressive tax system. In line with this, the other argument on *equity* ground is that education is a basic human need and that public sector should guarantee the provision of the service. On the other hand the public provision of the service and the consequent large public subsidies have also been justified secondly, on *efficiency* grounds. In this regard, it is claimed that a completely private system would lead to suboptimal level of the service for several reasons; *Externalities*: individual consumers would under value the use of a particular educational service, *Scale economies*: private providers would charge more than the socially optimal price and *Failures in related markets*: without a perfect credit market, for example individuals could not generate the resources needed to buy the services they want (PP. 111-113).

The above arguments, on both *equity* and *efficiency* grounds have been reassessed in light of budgetary pressures in many developing countries and substantial changes in country conditions have been made. This is because governments have decided how to finance the future education services, especially for the task of achieving universal primary education (UPE) campaign by the year 2015. Accordingly, the World Bank research review (1986: 124) has revealed that the distribution of government subsidies for education services is not progressive; rather it is strongly regressive and hence unable to finance effectively the UPE. Some of the reasons are, **firstly**, free provision does not mean free consumption. Income still determines consumption, even if no charges are levied by the public sector. This means, so far the service does not benefit each income group equally. Strengthen this evidence Mingant and Tan, (1985), cited in Jimenez, (1986: 113) have revealed that the

white-collar families benefit disproportionately from education subsidies in most developing countries and they receive nearly six times as much benefit as the children of farmers. They further add that in francophone Africa, the contrast is even greater. In view of this evidence, they concluded that the provision of free or heavily subsidized education does not ensure equity in the distribution of public resources. **Secondly**, costs are higher for poor people because they lack access to credit and insurance markets and because they live in remote areas in the majority of developing countries. **Thirdly**, subsidies are largest for the type of education like that of higher education consumed mostly by the richer segments of the society (Jimenez, 1986: 124). Similarly, as far as the efficiency ground for public subsidies of education is concerned the same study by the World Bank, (1986) revealed that public subsidies and controls contribute to the inefficiency of educational services (Jimenez, 1986: 124).

Responding to these shortcomings, the public sector with the objective to generate more resources without relying on traditional methods (such as raising taxes) so as to improve equity and quality of education. The first solution and step is to relax some of the controls that prevent the private provision of educational services (Kim and others, 1999: 443, Jimenez, 1986: 125.). Emphasizing the importance of such decision, Jimenez and others, (1991: 206), have suggested that such policy measure would not only generate more resources for education but could lead to greater efficiency and improved quality.

However, this new finding would not mean that there is a call for the abolition and total privatization of public schools but the immediate policy implication for governments of developing countries is that over restrictive regulations on private schools (including outright prohibition in some countries) may be suppressing an efficient way to provide education (Jimenez and others, 1991: 206). Under such policy decision the role of the central government is to establish and to enforce a set of standards defining minimum operation requirements for the private provision of the service (Vegas and Petrow, 2008: 193-196). Currently following this policy reform, successful private sector contribution in the quality and equity of public education has been witnessed in many developing countries (Mora, 2007: 37, Carlson, 2000: 7, Patrinos and Sosale, 2007: 1, Tan, 1985, cited in Jimenez, 1986: 125).

## 2.4 Setting Educational Standards for Primary Education

Educational standards articulate binding requirements for school-based teaching and learning. Governments can improve academic achievement by setting clear standard for school based teaching and learning at the primary level of the system (World Bank, 1995: 73). Standards there by constitute a key mechanism in the effort to secure and enhance the quality of the work done in primary schools.

Educational standards have led positive results in the school system of such industrial countries as Australia, France, Germany and Japan (Tuijnman and Postlethwaite, 1994, cited in the World Bank, (1995: 74). Thus, setting standards are important for all level of the education system. But it has been often neglected at the primary level of the system (Vegas and Petrow, 2008: 163, World Bank, 1995: 74).

However, many developing countries are now moving towards establishing standards at the primary level, based on their own goals of the level (Vegas and Petrow, 2008: 163-164). According to Donabedian (1966), cited in, Boore (1995: 198), standards in general can be developed from two very different sources. These are; *normative* standards which derive, in principle, from the source that legitimately set the standards of knowledge and practice. While *empirical* standards, are from actual practice. In general, the normative ones identify what is desirable, but this may not be achievable and can lead to disillusionment. Whereas, the second may simply results in maintenance of the status quo. According to Boore (1995: 198), in practice the standards set are likely to (and probably should) result from a combination of the two approaches, with the idealism of the first tempered some what by a reorganization of what could be achievable in practice with some (not excessive) commitment of time and resources. In addition, the standards set should be measurable, realistic, appropriate, desirable, acceptable and unambiguous. The characteristic of measurability does imply that the wording of standards need to be precise and specific, and should avoid the use of terms that require interpretation (Boore, 1995: 198).

As it was discussed before, specific nationwide educational standards are commonly set across three key areas of primary education. For minimal or desirable competency, proficiency or mastery levels of students learning (output standards), for service to communities and to schools (process standard) and for the minimum educational offerings and facilities (input standards) (Ibid, 5-6). However, in this thesis only the input aspects were examined.

Input standards include: certain curriculum requirements, (such as specific textbooks to be used at various grade levels, specific subjects to be taught and time allotted to them, and certain specific teaching aids to be used are the main ones), for the teaching and administrative staff minimum requirements (such as training, qualification, professional experience, etc), and the physical facility requirements (classrooms, libraries, laboratories, etc). These are in general the major input categories across which a certain set of minimum requirements, conditions or standards should be set up and enforced by the state to be applied to all regions and local districts (World Bank, 2007: 129, Kremer, 1995: 248, Ornsten and Hunkins, 2004: 339-394, Aschcroft, 2005: 47, Frazer, 1992: 20-21, Nannyonjo, 2007: 7, Solmon, 1986: 7).

In this regard, therefore, in this thesis, an attempt has been made to assess the implementation of the NETP primary education standards in terms of the curriculum and other prescribed standards such as teachers and administrators educational qualification, language of instruction, promotion policy, etc. in the private primary schools.

#### **2.4.1 Curriculum**

Curriculum is conceptualized according to the perspectives of various curriculum developers. Thus, it is impossible to encompass the rich essence of curriculum in a single definition that suits the needs of various curriculum developers (Nuttal, 2003, cited in Taddesse, 2006: 48). Similarly its meaning is very often limited to what is taught under each of the subject headings. Broadly speaking, however, the term is used to include both what is taught and, the reasons why it is taught (Shiundu and Omulando, 1992: 40).

Accordingly, many definitions of curriculum have emerged with in these narrow and broad categories. The narrow category sees 'curriculum' as a package (more or less as some thing tangible, to be taken and used). The broad category on the other hand, sees it as a process, that is, the package and the continuous work involved in bringing the package in to being. This includes the thinking behind the package and the continuous efforts of making it to serve the needs of the society in which it operates (Shiundu and Omulando, 1992: 40-41).

According to Shiundu and Omulando, (1992: 42), the term 'curriculum' in its narrowest sense refers to: what should be taught in a particular subject, what examiners require teachers to emphasize in their teaching, and also curriculum as the sum total of the syllabuses of the school are some examples of the narrow definitions of curriculum. The term 'curriculum' in its broadest sense, however, contains a broad description of general goals by indicating an overall educational cultural philosophy of a country, which applies across subjects. In this regard curriculum can be defined as a combination of class-room and out of class-room activities carried out under the aegis of a school in response to societal demands (Shiundu and Omulando, 1992: 4). Similarly, to Mani, (1984: 56) the term 'curriculum' in its broadest sense refers to all the planned learning activities or experiences provided by an educational programme to a group of learners or target audience, with in the framework of the country's national educational goals and objectives. As such it may include objectives, content, learning activities, materials, teaching aids and evaluating techniques and tools.

To sum up, curriculum, in general can be defined more or less as a fact taught in school, a set of subject, a set of content a set of materials: a set of performance objective; that which is thought both inside and out side of the class room directed by the school; that which an individual learner experiences as a result of schooling or every thing that is planned by school personnel's (Marsh, 1997, cited in Taddesse, 2006: 48).

Education is a socio-cultural process that takes place in a specific socio-cultural context. In light of this fact, the aims and objectives of education in any society are influenced by

various factors like the history and traditions of the society, social patterns, economic and political systems and circumstances and also by purely philosophical considerations (Seshadri, 1984: 10, Vlaeminke, 1998: 13-25). Indeed, any curriculum designed or developed for any educational system functions within a particular cultural, political, social and economic context. This implies that the relative worth of any special national goals and the respective educational means should be rooted in these factors. Further, since curriculum is an instrument for the promotion of the specified national ends, it should respond to shifts in these factors (Shiundu and Omulando, 1992: 51). This means, a school curriculum, to be relevant and meaningful must conform to the national objectives and must reflect the felt as well as the real needs of the target groups. Thus, to make the curriculum relevant to the specific society at large, a continuous curriculum reform and innovation must take place in the education system.

During the 1990s several curricular reforms were undertaken in the majority of developing countries. One of the most important ways in which the new curricula established in the 1990s differed from the earlier one was the development of national standards for major curricular aspects (Vegas and Petrow, 2008: 156). This is mainly because the then newly emerged mode of education decentralization gives the central government the responsibility to set curricula broadly, through standards, guidelines, minimum contents or goals and requirements, so as to maintain the desired quality standard of education and also to secure substantially the equal opportunity of education nationwide (Yamamoto, 1998: 126). Recent World Bank international assessments also indicate that centralized curriculum standards coupled with local flexibility in curricular implementation are associated with higher test scores and hence affects students learning positively (Vegas and Petrow, 2008: 156).

In view of the reasons mentioned above, several countries are now moving towards fully implementing comprehensive national curriculum standards for various aspects of primary education. According to, Vegas and Petrow, (2008, 163164) from developing countries of Latin America; Argentina and Chile have established minimum curricular outcome standards (output standards), Colombia has established standards defining specific

subjects to be taught and the time to be allotted to them and other minimum educational offerings such as a specific types of Instructional material and minimum conditions and requirements for the school facilities. Similarly, Honduras and other central America countries have also established educational standards for various aspects of primary education curriculum. Similarly, from developed countries, for example, Japan, has established "*course of study subjects*" as the national standards for primary school curricula, which provide national standards for the objectives, essential knowledge and basic skills, methods of teaching, allotments of time and specified textbooks of the teaching for each school subjects (Yamamoto, 1998: 120-129). Similarly, England, United States, Australia and Hong Kong are also the major ones, who have established and implement comprehensive national curriculum standards for primary education (Yamamoto, 1998: 129, Devoogd, 1998: 139-151, Regan, 1998: 164-174, Adamson and Morris, 1998: 184-198).

Accordingly, through Ethiopia in general and Addis Ababa in particular there is a curriculum standard guideline for primary education that all private, public as well as government primary schools should follow, implement and abide by it (MoE, 1995: 3, MOE, 2007 b: 9-10). In this regard, the current standard guideline enforced by the CGAA education bureau prescribe some curriculum requirements as a standard for primary education, such as length of the academic term, total number of the specific subjects to be taught and the time allotted to them and certain specific teaching aids to be used for major subjects (MOE, 1995: 28, MoE, 2007 C: 10-14). To secure the smooth implementation of these curriculum standards, MoE, (1995: 28), emphasized that the current primary curriculum as an organized program of study, should be presented at schools with a sum total of the approved specific subject syllabuses, students textbooks, teachers' guides, reference books and other teaching aids. This is mainly because all aspects of the standard curriculum is mainly contained and presented at schools by the various subject syllabuses, textbooks, teachers guide and other major curricular inputs. In this regard, therefore, in this thesis, so as to asses, to what extent the private primary schools does follow and implement the curriculum as per the standards; the proper use of the specific syllabuses,

student text books, teachers guide and teaching aids in general form will be assessed in the private primary schools.

#### **2.4.1.1 Syllabus**

A syllabus is a plan for students learning which is more specific, precise and explicit than a curriculum. Dabin and Olshtain, (1988), cited in Dawit, (1999, 13), shows this difference clearly. According to them and also as discussed before a curriculum contains a broad description of general goals by indicating an over all educational cultural philosophy which applies across subjects and furnishes a general guidance regarding content, method, the frequency and distribution of instruction, etc. A syllabus, on the other hand, is a more detailed and operational statement of teaching and learning elements which translates the philosophy and other aspects of the curriculum into a series of planned steps leading towards amore narrowly defined objectives at each level. This means, in general curriculum can be conceptualized more or less as goals, objectives, content, processes, resources and means of evaluation of all learning experiences planned for pupils both in and out of the school, but a syllabus is a statement of the plan for any part of the curriculum (Dawit, 1999: 13).

Though there is a broad agreement on what a syllabus is as distinct from curriculum, scholars do not agree unanimously as what a syllabus should incorporate (Dawit, 1999: 13). Some scholars make a distinction between syllabus and teaching methodology. In their view, a syllabus should be limited to content specification and methodology should be dealt with separately. This means a syllabus is concerned with only a specification of what units will be taught as distinct from how they will be taught which is a matter of methodology. On the other hand some of them believe that a syllabus is a part of curriculum which specifies the objectives, contents, processes, resources and evaluation instrument of a subject (Allen, 1984, Widdowson, 1984, Yalden, 1987, cited in Dawit, 1999: 13-14). This means, as such they didn't make a distinction between syllabus and teaching methodology.

Similarly, the variation, what a syllabus should incorporate seems to prevail among countries. For example, in America, the term 'syllabus' is used interchangeably with 'curriculum' to mean the goals, objectives, content, process, resources and means of evaluation of all learning experiences planned for pupils (Yalden, 1989, cited in, Dawit, 1999: 14). In Britain it means the part of curriculum actively concerned with the specification and ordering of course content or input (Nunan, 1988, cited in, Dawit, 1999: 14). In this context, this means, it is only concerned with the 'what' of the curriculum only. In Ethiopia, however syllabus is considered as an a company of the curriculum and more or less it includes specific objectives, contents, resources, teaching methodologies and evaluation instruments to be used in specific subject (Dawit, 1999: 14). In this regard, syllabus in our context is therefore, a plan statement for any part of the approved curriculum so as to present the curriculum systematically and scientifically in a planned manner.

In general, in order to achieve the desired objectives and outcomes of the approved school curriculum, teachers have to use the approved subjects' syllabuses properly which are prepared by the respective national or regional educational departments (Lulla, 1984: 86-87).

#### **2.4.1.2 Textbooks**

Textbooks are one of the few inputs in schools that have consistently been shown to have a strong positive impact to the desired students' learning (Vegas and Petrow, 2008: 119). Thus, textbooks take the dominant place from the first grade to the college. In light of this, Lockheed and others, (1991), cited in, Yohannes, (2005: 39), have stated that, textbooks in schools are the single most important instructional materials, because they always deliver the approved national curriculum. In this regard , textbooks are the special function of the curriculum to indicate content standards or what a student should know or should be able to perform, essential knowledge and basic skills that the school should provide to pupils.

In most research findings, it has been noted that the constraint of textbooks constraints the desired level of students' learning. In this regard, therefore, textbooks are the most important learning aids for students, but also a necessary condition for teachers so as to implement the existing curriculum as desired properly. For this reason, it is important that adequate access to the approved school textbooks both for pupils as well as for their teachers should be monitored and evaluated (Nannyonjo, 2007: 30). Therefore, it is reasonable to conclude that ensuring students in schools whether they have got the adequate text books in terms of number and kind is essential to implement the existing curriculum successfully.

#### **2.4.1.3 Teachers' Guides**

Teachers' guides are guidance to teachers, which indicate how teachers should teach the approved subject textbooks (Dawit, 1999: 14). According to, Lulla, (1984: 85-86), teachers' guides are important curriculum guides which contain a detailed guidelines regarding the subject content, teaching methods, instructional materials and other resources to be used properly by teachers so as to implement the existing curriculum effectively.

Various research findings have suggested that the limited use of textbooks by teachers point to the need for guidance to teachers on how the use of textbooks in order to enhance the impact of textbooks on pupils' learning. In this regard, Mc Ginn, (1993), cited in Nannyonjo, (2007: 30), highlights the effectiveness of teacher guides in giving pedagogical suggestions, recommending activities for classroom use and offering diagnostic test to help teachers monitor the desired student learning and to modify lessons accordingly. Further he argues that the availability of such curricular materials allow teachers to "diversify their teaching repertoire" affords students the opportunity to work in both groups and individually, enables the teacher to divide a class in to small units, where most students can be productively occupied while the teacher works with others, and allows homework assignments that extend learning time. In light of this, Farrell, (1989), cited in, Nannyonjo, (2007: 30), concluded that a well designed teacher's guide

accompanying textbooks is very effective form of in-service teacher training so as to implement the existing curriculum effectively.

#### **2.4.1.4 Teaching Aids**

Teaching aid is an additional instructional device intended to facilitate learning at school. It would be unreasonable to expect that the spoken and written work alone could convey the volume of relevant information in the teaching-learning process. In this regard therefore, teaching aids, as the name suggests, must aid the teaching to the topic as a tool available to the teacher to enhance a greater impact on the students learning (Ravishankar, 1984: 230, Romiszowski, 1965, cited in Tadesse, 2006: 45).

In an age of technological evolution and consequent change in school structures, there are many tools available for restructuring education in the classroom. It can vary from chalk board to television and computer (Ramu, 1984: 137). Accordingly, students now have the opportunity of exploring more fully than ever before, with a wide variety of audiovisual aids helping them to make progress through individual learning. Tapes, Radios, microfilms, transparencies, programmed instruction, retrieval systems and computers are being used to an expanding degree (Tadesse, 2006: 45). In short, this is to mean that student's opportunities for learning can be increased and enhanced by using a wide variety of instructional aids. Thus, all the available resources for instruction, including the teacher can work together to create favorable conditions for maximum effective learning thereby to achieve the approved curricular outcomes (Ravishankar, 1984: 230-231).

Teaching aids are varieties in kind. They encompass aids made from simple materials found at the local environment such as mud and wood, to very precious materials such as, glass and steel. Model, kits, globes, specimens, projectors, epidiascopes, tape recorders, television, radio, motion pictures, wall charts, etc are the major noticeable teaching aids that can be obtained in better organized schools (Osuala, 1984: 338, Tadesse, 2006: 46).

By the same token, the standard formulated by MoE, (1995: 33), has also emphasized the importance of teaching aids for the smooth implementation of the approved primary curriculum. Accordingly, the standard guideline has outlined various teaching aids as a

standard to be used for Instructional aspects for various primary subjects. For example as per the standard; for language instructions in all primary schools (1-8) there has to be, audio materials, visual materials, charts, signs, picture cards, etc, for mathematics teaching and learning there has to be at least 12 types of Instructional aids such as set squares, chalk compasses, wooden black-board protractors, geometrical surfaces and solid compasses, etc. Similarly for teaching learning aspects of natural science subjects there has to be at least 135 science kit items. The standard guideline similarly out lined certain minimum types and numbers of teaching aids for the teaching-learning aspects of social study subjects, art, music, etc. at the primary level (MoE, 19995: 33-38).

However, even if, many developing countries have been proposed and decided to use different types of teaching aids in an attempt to provide meaning full and relevant education at the primary level, several research studies carried out in the near past reveled that the majority of these media have never been used due to different causes; (1) no instructions or demonstrations have been given to the teachers on their use, (2) many teaching aids require elaborate preparation of materials and setting up of equipments, (3) items in high demand have been in critical under supply, (4) the examination-oriented curriculum has not been also conducive to the use of such materials (Osuala, 1983: 346-347). Although, these difficults may exist in many primary schools of developing countries, it is indispensable to correct them through a careful assessment of the problems, this is because, supporting students' learning using teaching aids lead to a more effective learning, greater interest or a higher level of student motivation, and in general teaching with effective teaching aids enable the school system to do better in students' learning so as to achieve easily the approved curricular outcomes (Romiszowski, 1969, cited in, Taddesse, 2006: 46).

#### **2.4.2 Language of Instruction Policy**

The primary goal of education is to transmit knowledge, values, norms and other elements of culture to which individuals belong. As a means of communication and exchange of ideas as well as, as a means of acquisition of knowledge, language is a prime vehicle in this endeavor (Ayalew, 2000: 47, Crson 1990, Cited in Marew, 1998: 206). In general,

language plays a central role in students learning. Strengthen this idea, Moon, (1990), Cited in Marew, (1998: 206), suggest that, no matter what the subject area and mode of learning may be, students can only be able to sense and assimilate new concepts largely through language, that is when they listen, talk and write about what they are learning and able to relate this to what they already know. Hence, what language to use as a medium of instruction at schools has remained an important and highly controversial policy issue in many multilingual countries, like Ethiopia, (World Bank, 2006: 50-52, Ayelaw, 2000: 74, Grisay and Mahlck, 1991: 49).

According to Ayelaw, (2000: 82-83) there are two different categories of advocates of language policies and programmes. These are, "Assimilationist school language policies and programs" and "Multicultural school language policies and programs." The assimilationist entails a monolingual approach in education and they emphasize and characterized by an exclusive use of the official language as the medium of instruction for all ethnic groups in a pluralistic society. They have been advocated this based on their rationales that: it strengthens national linguistic and political unification of the country, it avoids the exorbitant cost of instructional aids, especially in countries with highly linguistic heterogeneity, and it also guarantees educational equity.

The multicultural one, on the other hand advocates, a multilingual approach in education. And they emphasize the adjustment of instructional practices to the particular home/ community language and educational needs of language minority students (Gfeller, 1998: 193-194, Ayelaw, 2000: 83). They have advocated this based on their arguments that: it is every child's educational right to be instructed in their mother tongue, it is the media to strengthen personal and group identity and it improves students' achievement, are the major ones among other, as an argument for multicultural school language policies and programs (Ayelaw, 2000: 83-84).

In Ethiopia since more than 80 languages are spoken by various nations and nationalities throughout the country, the current language policy with a multilingual basis fall with in the arguments of the multicultural language policies and programs (Gfeller, 1998: 195,

Ayelaw, 2000: 84). In this regard, the MoE, (1994 b: 23) Policy document states as follows:-

*Cognizant of the pedagogical advantage of the child learning in mother tongue and the rights of nationalities to promote the use of their languages primary education will be given in nationality languages.*

Accordingly, many nations, nationalities and ethnic groups have embarked upon using their local languages as a medium of instruction for primary education (1-8). However, since Addis Ababa is the residential city of all nations and nationalities in the country, the City Government of Addis Ababa cabinet has decided the medium of instruction to be Amharic in all primary schools of grade one up to six and English to be a medium of instruction for grade seven and eight. This means for grades one up to six English is given as one subject as well as except physical education for grades seven and eight to be given in Amharic, all subjects are given in English and Amharic is given as one subject for grade seven and eight (MoE, 2007 b: 10).

### **2.4.3 Teacher Qualification**

Teacher qualification is the education, experience, and physical, social, and mental characteristics of a teacher that determine his professional fitness for an education position (Good, 1973: 464).

Effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of the related pedagogical skills which relate positive effect on students' achievement. Accordingly, the academic and professional training of teachers has been found to have a direct and positive bearing on the quality of their performance and consequently on the achievement of students (Baum and Tolbert, 1985: 138, Nannyonjo, 2007: 39). However, Farrell and others (1993), cited in, Nannyonjo, 2007: 39), have concluded that there is a limit after which additional teacher training and professional qualification contributes no visible gain in pupil's learning achievement. Therefore, it is reasonable to conclude that, a teacher needs the appropriate professional

training that enables him understand the needs of his students for assisting them expertly in a more effective way. In this regard, any teacher at any level should, among other things, be a master of his subject knowledge with the necessary pedagogical knowledge.

However, several research studies indicate that the over all level of teachers' relevant knowledge at the primary levels is insufficient in many developing countries (World Bank, 1995: 82). In this regard, thus the most effective strategy for ensuring teachers to have the adequate knowledge is to recruit suitably educated teachers whose knowledge has been assessed very carefully. To this end, a well-designed continuous in-service training, and a properly planned strategy are the most important elements for improving teacher's subject knowledge and the related pedagogical aspects (World Bank, 1995: 82-83).

Teaching, in its professional meaning, encompasses subject design, subject management the methods of face to face teaching, the provision of all other learning opportunities, assessment and feed back to students (Brown, 1995: 213). In this regard, therefore teaching is not a mere occupation where people simply can go in to it without the possession of the requisite minimum qualification. It requires expert knowledge, specialized skills, and most importantly the feeling of responsibility and accountability. Thus, teaching as a true profession, it is an intentional activity and an interactive process involving the teachers, students and tasks to discharge societal responsibilities. In view of this fact, although the requirements vary, nearly all countries have definite standards to be met by the teachers at each level of the education system (Stoops and others, 1981: 54, Ayalew, 1991; cited in, Taddesse, 2006: 27).

By the same token, in Ethiopia, as per the policy standard, first cycle (1-4), primary school teachers should have a certificate from teachers training institutions (MoE, 1995: 26). The possession of a certificate believed, to enable teachers to teach all or the majority of school subjects in a self-contained class room. A self-contained class room is one type of class-room organization setup in which a single teacher meets with a single class for the entire school day assuming complete responsibility for its instruction (De Young and

others, 1968, cited in, Azeb, 1998: 299). For second cycle (5-8), primary school grades again, teachers should hold at least a diploma from teacher training colleges or Universities. At this level again, it is believed that the possession of a diploma enables second cycle primary teachers to teach at best only two subjects; their major and mainor subjects (MoE, 2007 a: 13, MoE, 1995: 26). Therefore, it is reasonable to conclude that, at this primary level, teachers cannot be assigned randomly to teaching subjects. Accordingly, for first cycle (1-4) primary level, teachers should have the relevant education training and preparation to manage children of this cycle in a self-contained classroom organization setup. Whereas, in the case of second cycle primary level (5-8), teachers' subject area of specialization has to be necessarily taken into consideration. Because, teachers who are assigned in their field of specialization can contribute much because they will develop better interest and become highly motivated in their profession and consequently the out come of the teaching-learning process will be undoubtedly be qualitative towards the expected standard (Ayalew, 1991, cited in, Taddesse, 2006: 28).

#### **2.4.4 School Administration**

School administration is the systematic arrangement of all human and material resources that are available for education and carefully mobilizing them to provide maximum learning opportunities in harmony with the defined guide lines or policies to achieve the identified educational goals and objectives (Stoops and others, 1981: 7, Peretomode, 1991: 3). In any school organization system, effective administration, as an aspect of the management process is considered to be a prerequisite for successful accomplishment of the organizational objectives. In this regard, therefore educational administrator is essentially an organizer and implementer of plans, policies and programs meant for educational objectives at schools (Peretomode, 1991: 3).

In the majority of elementary schools, the administrative staff may be limited to a principal, even a teaching principal (Stoops and others, 1981: 89). However, the principal or head teacher is a key person to organize and mobilize the schools' human and material resources for the successful realization of the school's educational objectives. Strengthen this idea, Stoops and Others, (1981: 89), have suggested that effective principal as a leader

draws all staff members like a “magnet” toward an improved educational program, but on the other hand the lack of effective leadership is “a wet blanket that stifles teacher creativity.”

Accordingly, a school administrator/ principal or head teacher/ performs a number of tasks and then he/she has to be many things. As an educational leader the full responsibility of the school rests up on him/her and he/she has to be an accomplished professional trainer who stays one jump a head of the instructional staff. As a staff officer the principal take primary responsibility as helper, stimulator, expeditor and supervisor. As a business manager prepares the school budget, control expenditure, administer equipment and supplies, direct the maintenance and operation of the school plant, account for employed personnel's and keep accurate and adequate records (Stoops and Others, 1981: 90-91). In addition to skill in handling people, instruction and business the principal functions also as a public relations person for effective community-school relation ship (Gorton, 1983, cited in, Peretomode, 1991: 6). Thus, in more general sense the principal at school must function as a leader, organizer, communicator, arbitrator, disciplinarian, supervisor, and the like (Stoops and Others, 1981: 90).

In view of the above roles and functions of the school administrator, Stoops and Others, (1981: 8-9) have stated that the school administration has both legal and professional responsibilities. As a legal responsibility the administration at school is responsible for administering an educational program in harmony with legal local standards and statutory provisions as handed down from federal and state governments. Similarly the school administration is professionally responsible to move the teaching-learning process towards the overall goal of improving student learning.

However, in order to discharge the above responsibilities effectively and efficiently the school administration, among others, should have a clear school leadership and management structure which is intended to provide specified duties and responsibilities to individuals and also to establish definite relationship among the persons in different position of the administrative units, such as the school committees, board of governors,

parent teachers associations and local authorities (AACGEB, 2005a: 32-33, MoE, 2002: 34-35).

Generally, the school administration in general and the principal in particular is the key person to organize, mobilize and integrate all the school's human and non-human material resources so as to bring about the desired quality of education at schools. In this regard, therefore to fulfill and carryout the various responsibilities, the school principal must have a well-rounded general education, with intense study in the specialized field of educational administration, management and supervision (Stoops and others, 1981: 9). Apart from academic qualification of the principal the availability of a clear leadership and management structure comprised of with all the required school organizational administrative units for school based management contribute a lot in increasing the overall improvement of school's effectiveness (AACGEB, 2005a ).

Accordingly, as per the policy standard of MoE, (1995: 26) the first cycle (1-4) primary principals and the vice-principals for second cycle (5-8) primary school should have a certificate from teacher training institutions (TTI) and they should have also taken the corresponding training for principals in order to take the position of principal and vice-principal in the first cycle and second cycle primary levels, respectively. Similarly for second cycle (5-8) or for both of the cycles together (1-8), the principal should hold a college diploma in Educational Administration so as to head as a director in the primary schools.

In addition, so as to make the school system more responsive to the provision of quality education, efficient resource utilization and other conditions that help to improve the education of children, the involvement of parents and teachers in the administrative staff for school based management contribute a lot (TGE, 1995:187). In this regard, the CGAAEB emphasized the establishment of school board/committee for effective school based management in the administrative staff of the private primary schools. Thus, according to the City Administration Education Bureau, the school board/committee as an administrative staff at each private primary school should be established by including the

school's principal, vice-principal, unit-leader, Parent-Teacher Association, subject area department heads and In-school Teachers Association or Committee, as the main administrative elemental units, among others,(AACGEB, 2005a: 30-40).

#### **2.4.5 Promotion Policy**

It is generally agreed that a school system should be organized and administered vertically so as to provide for the smooth, continuous, natural and academical progress of every pupil. In view of this fact, the vertical organization of a school system, among others, requires some principles and administrative practices which should govern the advancement of a pupil from one grade to another and from one school to another perhaps. In this regard, therefore the promotion policy can be defined as the theories which influence or govern one's decisions regarding the advancement of children at schools from one grade level to another (Otto, 1944: 203).

The promotion practices and policies of a given school system are inextricably associated with the plans followed in the classification of pupils, the organization, content, and method of administration of the course of study, the size of the classes, students characteristics (age, degree of motivation and state of nutrition and health), the instructional load of teachers as well as other items that might be named (Otto, 1944: 200). However the details of all these issues are handled differently and vary greatly among different cultural settings. The various promotion policies for the school system can best be determined and evaluated only in terms of the circumstances prevailing in the local condition (World Bank, 1986: 48).

The problem of students repeating grades and the accompanying wastage has been critical in most developing countries. Thus, almost all of them are now having regulations (policies) on promotion and some kind of restrictions on grade repetition, especially on their primary education (World Bank, 1986: 47-48). However, there are different assumptions and arguments for and against the practice of promotion policy in developing countries. According to, the World Bank, (1986: 48) there are countries that favor repetition in their promotion policy. According to the Bank report, they do so based on

three assumptions. Their first assumption is that, most pupils can learn the curriculum assigned to each grade in the prescribed time effectively. Their second assumption is that the best remedy for pupils who fail to reach the minimum standard set for a given grade is to spend more time in that particular grade level. Thirdly, they have also assumed that, there is the possibility that, through school-designed test and teacher's judgment, to single out students who have acquired the minimum attainment necessary to progress to the next grade. Thus, the practice of promotion under such scenario is considered as a remedy for students' inadequate academic achievement (Otto, 1944: 203). In this regard, Stoops and Others, (1981: 81), have stated that the number of subjects passed and grade average of the student and/or combination of these are the major criteria on which this kind of promotion policies are based.

On the other hand, some developing countries have arguments against repetition for certain primary grades, in their promotion policy. Thus, some of them are in favor of automatic promotion policy, that is, repetition is not permitted totally for certain grades of primary education (Nannyonjo, 2007: vii). According to the World Bank report, (1986: 47-48) they do so based on their assumptions that:-

- The validity of tests given by class room teachers is questionable.
- Students' age, degree of motivation and state of nutrition and health conditions negatively influence scholastic performance of pupils and they will fail to reach the minimum achievement standard set for a given grade.
- External school factors, including the family back ground, are also important variables influencing repetition in the majority of developing countries.

Similarly, structural problems may also cause repetition such as:- poor quality teachers, too few textbooks and other relevant learning materials, large classes, too few well-trained education managers and school directors, etc. (Nannyonjo, 2007: 68-69, World Bank, 1986: 48).

Accordingly, in the majority of developing countries the current prevailing local conditions can result excessive retention or repetition of students, especially at the lower

grades of the primary level (World Bank, 1986: 47-48). In this regard, currently the general literature also suggests that repetition tends not to work with the same prevailing local conditions such as extreme large classes, texts, subject to the same teaching styles, etc (Nannyonjo, 2007: vii). In this regard, therefore, enrolling children at the appropriate age and promoting them yearly (automatic promotion) regardless of setting the minimum achievement standards is a good policy measure for the majority developing countries (Nannyonjo, 2007: 68). This is mainly because for the poor developing countries repetition, especially at the lower primary level of the system limits the number of students that the education system can take in, increase the cost of education, and causes resources to be distributed inequitably (World Bank, 1986: 48). In addition recent study by Nannyonjo,( 2007:55) has indicated that students who had repeated a class at the lower primary grades do less well in the long term than students who did not repeated. However, in tandem with enforcement of automatic promotion, it is necessary to administer regular tests (continuous assessment) and home work that would identify pupils weaknesses, and address them through remedial teaching to ensure acquisition of the desired levels of competency (Nannyonjo, 2007: vii).

Similarly, the promotion policies which are being practiced in the CGAA are of two types in general and vary among various primary grade levels. Accordingly, for grades (1-3) the CGAAEB enforced automatic promotion policy to be applicable for all primary schools which are found in the city. But for grades (4-7) the CGAAEB formulate and enforce yearly a new promotion policy guide line for each academic year, based on the number of subjects passed and grade average of the student as a criteria to decide as to whether or not a particular pupil should be promoted (AACGEB, 2005b).

In general, according to, Stoopes and Others, (1981: 81); Otto, (1944: 228-235), some of the common types of promotion policies in primary schools that have been used so far are:

- *Double promotion:* - also called acceleration or skipping of one or more grades during a child's school carrier, especially bright or mature students are promoted two grades.
- *Trial promotion:* - students who have not achieved academically are promoted to the next level on a trial basis.

- *Non promotion:* - students who fail are not promoted.
- *Continuous plan:* - it is an automatic promotion type that all students are promoted regardless of minimum achievement standards.

#### **2.4.6 School Infrastructure/facilities**

In view of the recent trends, the physical environment in which the formal teaching-learning occur ranges relatively from modern and well-equipped to open air-gathering places (UNICEF, 2000, cited in, Tadesse, 2006: 46). The school infrastructure includes, offices, staff rooms, classrooms, toilet rooms, water supply, electricity service, health service, etc. according to the ministry of education, MoE, (1995: 21), school facilities include laboratory, library, pedagogical center, clinic and latrines. According to the ministry, these facilities are required to be proportional to the number of teachers and students at the primary schools for the smooth instructional activities.

##### **Laboratory**

Laboratory is a room or other portion of a school building in which teachers and students may carry on experiments; commonly, a special room in the school compound consisting of special apparatus and equipment for use in performing experiments or exercises and working out problems (Good, 1973: 334). Laboratory is one of the facilities, which is useful especially for science teaching. To acquire specific and practical knowledge systematically in depth, the most important means of teaching is a laboratory work that it gives an increased emphasis in enhancing students' involvement in scientific investigation. Accordingly, MoE, (1995) emphasized, for primary education at least one organized laboratory for basic natural science subjects (physics, chemistry and Biology) that should be considered as the standard, especially for second cycle (5-8) grades in any primary school of Ethiopia in general and Addis Ababa in particular. Thus, according to the standard all the fundamental natural science subjects should have at least one isolated laboratory room in an organized manner. It has to be also richened with all the necessary science kit items and equipments for demonstration and illustration purpose of each subject.

### Library Service

The need for good library service in a modern elementary school is no longer an issue for debate. All thinking people who have well informed about the purposes of education, the nature of the learning process and the curriculum and instructional procedures at elementary school are agreed on the important contribution which library service provides to the character and quality of the desired educational program (Otto, 1944: 359). In line with this, Rossoff, (1992), cited in, Yohannes, (2005: 36), has also suggested that an academic library service reaffirms the fundamental role of the class room instruction at school. In this regard, therefore schools that have good library service usually assumed to have a better instructional programs than those without the service. Understanding the contributions which the library service render to the educational effort of the school, these days both, the separate central library room at the school level or at least the class-room level library at the elementary schools has become significant and indispensable part, (MoE, 1995: 31).

According to, Otto, (1944: 360-362), library service render a number of important functions to the educational effort of elementary schools. One of the most important functions of the service is to provide a well-rounded collection of reading materials suitable for the use by children of various ages. This is based on the fact that only the text book by itself is an inadequate tool and that it must be supplemented by a variety of other, books, miscellaneous informational materials and visual aids. In this regard, the service is expected together in a central place and to prepare for use all pictures, magazines, books and other instructional materials that will be used by teachers and pupils in class room work. Moreover, the service will provide guidance in the selection and use of reading materials to pupils during the time that a particular topic or problem is being discussed in the class room.

Accordingly, to assist students and teachers for the provision of related reference books, to develop reading interest and habit on the students, to have a proper research in the schools, to teach students the how to use library service, and so on, there should be an organized library service in primary schools of Ethiopia. The school libraries should be

well-ventilated there must be adequate light, adequate reading space and adequate internal facilities. The school libraries should also be acquainted with adequate and relevant books in terms of both number and varieties. Moreover, there has to be an effective school librarian who has a certain qualification in the field of library science to administer the school library, so that the library may discharge effectively the functions which have been delegated to it (MoE, 1995: 31-32).

### Classrooms

Although the availability of any one of the school facilities affect the desired quality of education, it is hardly possible to imagine teaching-learning process to be carried out in the absence of appropriate and comfortable class rooms. Therefore, one of the variables to which a great deal of attention has been devoted, is class-size (Vegas and Petrow, 2008: 124). A class is a group of pupils who follow one class of a teacher at the same time.

During the 1990s, many developing countries significantly expanded access to primary education, but the building of new schools have not kept pace with the increase in the student population (UNICEF, 2000, cited in, Yohannes, 2005: 37). In this case, schools have often had to expand class sizes to accommodate large number of students. Even if, evidence on the effects of class size on student's learning is inconclusive (Vegas and Petrow, 2008: 124). There is a general feeling among educators and researchers that educational out put can always be improved when classrooms are short of overcrowding (Nannyonjo, 2007: 26-28, Baum and Tolbert, 1985: 135). Accordingly, the World Bank, (1988), cited in, Tadesse, (2005: 38), stated that with in the broad limit changes between 25 and 50 students in class size influence pupil achievement modestly or not at all. But since most classrooms are not designed for more than 50 pupils and since discipline can also be a problem, class size larger than 50 pupils should be considered as over crowded and it should be discouraged. Similarly, Baum and Tolbert, (1985: 135), also suggested that a typical classroom in order to be convenient enough for students to learn comfortably it should not accommodate more then 50 students. Therefore, it might be reasonable to conclude that class size could be maintained at about 50 pupils per class at the primary level.

In view of the above discussion, when we take the class room standard with in the context of the physical room for primary education in the CGAA, it has to be a room that enables to catch up to 50 students in a particular class room, in the first cycle primary that is for grades (1-4) and 40 students per class for second cycle (5-8) (MoE, 1995: 21). Moreover, a particular class room should be a well building with cemented floor with an area of  $56\text{m}^2$  for the first cycle grades and  $50.25\text{m}^2$  for the second cycle grades, are the minimally standardized classroom by the CGAAEB.

### **Health Service/Clinic**

The other major service which should be rendered to school students is health service. The presence of a safe health service in schools is one essential element to ensure the safe learning aspects of students inside and outside of the classroom with in the school compound. However, the quality and quantity of the service provided in schools varies from country to country (Taddesse, 2006: 49).

Students in the class room as well as out side of the class room (e.g. play field) might get accident that could range from simple injury to death. Thus, to provide at least first aid, the Ethiopian primary schools should be organized with health centers/clinics (MoE, 1995: 24). Accordingly, the standard for primary education by the ministry stated that, the centers at each primary school should have been acquainted minimally with first aid personnel, a separate first aid room (first aid post) and first aid kits with different health service equipments.

### **Pedagogical Center**

A pedagogical center is another major and mandatory facility that should exist in the primary schools of Ethiopia (MoE, 1995: 22). According to the standard by the ministry, the pedagogical center at each school should have to have two separate rooms one with an area of  $105\text{m}^2$  is only for the preparation purpose of various teaching aid materials in the school whereas the second isolated room, with an area of  $150\text{m}^2$  should be used only for

display room and again this room is also supposed to be used as a lending room of teaching aids for teachers' to use it for class room instruction purpose (MoE, 1995: 39).

### **Other Facilities**

Other facilities like office for principal, teachers' staff room, Janitors' and school guards' rooms, separate toilet rooms for both sexes at different places, and for teachers too, a school fence, enough play grounds, etc are emphasized by, MoE, (1995), to be considered as a standard for the smooth implementation of the approved primary curriculum.

## **2.5 The Approved Curriculum and the prescribed standards for primary Education in CGAA: An overview**

### **2.5.1 Curriculum**

The curriculum, as the heart of formal education, is the most important aspect, at any level of the system. It consists of the sum total of educative experiences of students during their temporary stay in the system. For any nation the curriculum is considered as the vehicle where by and through which students enable to achieve the country's ultimate goals and objectives of education (MoE, 1995: 27-28).

In Ethiopia, according to the Ministry of Education, MoE, (1995: 27), the current curriculum for primary education has been formulated and implemented, basically to realize the country's prioritized objectives of education, which have been stated in the NETP (1994) of Ethiopia. In the policy document there are 5 major objectives and 15 specific objectives, for which the education system at any level has to strive (MoE, 1994 b: 7-11). According to, Nardos, (1998: 21), some of the prominent features of the objectives are:-

- Cultivating the physical and mental potentials of citizens by appropriately relating education to environment and social needs.
- Develop citizens with marketable and productive skills so as to make them a complete participant in the development activities of the nation.

- Develop all-rounded, rational citizens with a positive world out look and sense of responsibility.
- Develop the physical and mental potential of the individual with strict emphasis on self reliance and critical thinking that is instrumental in problem solving.
- Develop individuals who believe in the dignity of work and ready to respect the right of others and stand up for equality, justice and respect for human values.

For these national objectives to be realized fully, the approved curriculum throughout the system has been structured into basic, general and specialized education on a formal and non-formal basis (MoE, 1994 b: 14). Accordingly, primary education, as a national standard, it has been structured in to eight years of education subdivided in to two sections offering basic (1-4) and general (5-8) primary education, with the main objective of preparing students for further general education and training (MoE, 1994b:14).

In addition to the length standard for primary curriculum, the CGAA has also enforced a set of standards defining minimum curriculum requirements such as the total number of specific subjects to be taught and the time allotted to them, the teaching methodology in general form and certain specific instructional materials to be used for various grade levels, in the private, public and government primary schools (MoE, 1995: 18-42).

In general, the desired objectives, contents, methods and other standard aspects of the approved curriculum are contained and presented at schools more or less with a total composition of the approved subjects' syllabuses of the various grade levels, textbooks and the corresponding teachers' guides (MoE, 1995: 27). In this regard, the CGAAEB has emphasized the need for the availability as well as the proper utilization of these major curricular inputs in the private primary schools so as to aspire the desired national objectives of the approved primary curriculum (MoE, 1995: 3).

## **2.5.2 The Prescribed Standards**

Strategies to improve the teaching- learning performance have typically emphasized at least the provision of the required minimum input resources and facilities, with the assumption that the required minimum input resources and facilities provided the better students can learn (MoE, 1995: 18-43).

In view of the reason mentioned above, MoE, (1995), has outlined the required minimum input resource and facility standards for each level of the system. Accordingly, the primary level of the system is expected to meet the following minimum conditions and requirements.

### **2.5.2.1 Physical Features of the School Environment**

As per the standard, among other things, the primary school physical compound in the CGAA is expected to have:-

- A fence.
- Enough play grounds (such as foot ball, basket ball and volley ball fields).
- Parking space.
- Enough number of class rooms with a room size of 56m<sup>2</sup> each for grades (1-4) and 50.24m<sup>2</sup> for grades (5-8).

### **2.5.2.2 School Facilities**

- Office for principal or head teacher.
- Teachers' staff room
- Store
- Toilet rooms
- Library
- An organized natural science room or laboratory
- First aid room
- Pedagogical center

### **2.5.2.3 Teachers and Principals Educational Profile**

- For grades 1-4, teachers and the principal should have at least a certificate from TTI and in addition the principal should have taken the necessary training for the position of a principal ship.
- For grades 5-8, teachers should hold at least a diploma form teachers training college. And the principal for grades 5-8 or for 1-8 in general should have a college diploma in educational administration and the vice-principal should have at least a certificate from TTI and in addition he/she should have taken the corresponding training for vice-principal.

## CHAPTER THREE

### PRESENTATION AND INTERPRETATION OF DATA

This part of the thesis deals with the presentation and interpretation of the data gathered from the sampled private primary schools to seek appropriate answers to the basic questions raised in chapter one of the research document.

Accordingly, presentation and analysis was made by making use of the data gathered from twenty five private primary schools (both first and second cycle) teachers and directors as well as from four sub-city education department supervisors and four supervision heads. Three tools were used to gather data. These were a set of questionnaire including both close and open-ended questions, an interview guide and observation checklist. From a total of 100 questionnaires distributed to teachers, 94 (94%) and of distributed to school principals, 23 (92%) and of 12 distributed to sub-city education department supervisors, 12 (100%) were properly filled and returned. Similarly, prepared structured interview guide question were presented to 4 supervision heads of the sampled districts, all of which were responded to the questions. Moreover, to asses the general conditions in relation to the implementation of the primary education standards set by MoE and CGAAEB, personal observation at the school level was made by the researcher.

The first part of this chapter, therefore, presents the general characteristics of respondents. The rest looks into responses obtained from teachers, school principals and sub-city education department supervisors so as to build up the general conclusion on to what extent the primary education standards set by the NETP have been implemented in the schools.

The standard aspects considered were curriculum, in terms of the approved curricular inputs (syllabuses, textbooks, and teachers' guides), the recommended instructional materials and the specific subjects to be taught, their language of instruction and the time allotted to them. In addition to these, the other prescribed standards set by the Ministry and the CEB such as teachers' and principals' educational qualifications, school leadership and management structural units, the minimum required school facilities (i.e.

library, laboratory, pedagogical center, etc) and the promotion policies were also considered.

Thus, the study has been focused on assessing the implementation of the standards set by the NETP for primary education in the private primary schools in the City Government of Addis Ababa taking in to account the above policy and standard aspects.

### 3.1 Characteristic of Respondents

The table here under depicts personal background of teachers, principals and supervisors in terms of sex, age and educational qualifications.

**Table 2. Characteristics of respondents**

Items		School principals		Teachers		Supervisors		Total	
		No	%	No	%	No	%	No	%
I. sex	Male	21	91.3	72	76.6	10	83.3	103	79.84
	Female	2	8.7	22	23.4	2	16.7	26	20.16
<b>Total</b>		23	100	94	100	12	100	129	100
II. Age	Below 20	-	-	1	1.1	-	-	1	0.77
	21-25	3	13	41	43.6	-	-	44	34.10
	26-30	8	34.8	38	40.4	1	8.3	47	36.43
	31-40	1	4.3	9	9.6	5	41.7	15	11.63
	41-50	5	21.7	2	2.1	6	50	13	10.08
	Above 50	6	26.1	3	3.2	-	-	9	6.97
<b>Total</b>		23	100	94	100	12	100	129	100
III. Academic qualification	TTI Certificate	-	-	5	5.3	-	-	5	5.3
	Diploma	8	34.8	45	47.9	-	-	53	41.08
	Degree (BA, BSc or Bed.)	13	56.5	44	46.8	9	75	66	51.16
	MA/MSc	2	8.7	-	-	3	25	5	3.87
<b>Total</b>		23	100	94	100	12	100	129	100

As indicated in Table 2 item I above the over all ratio by sex of the three groups of respondents were 103 (79.84%) and 26 (20.16%) males and females respectively. Specifically, out of the 94 teacher respondents, males were 72 (76.6%) and females were 22 (23.4%); school principals 21 (91.3%) males and 2 (8.7%) were females. Similarly, 10 (83.3%) of the supervisors were males and, 2 (16.7%) of them were females.

Item II of table 2 presented the age of respondents, accordingly 41 (43.6%) of teacher respondents were between the ages of 21 and 25, and relatively the larger proportion of the schools' principals, 8 (34.8%) were between the age range of 26 and 30. In the case of supervisors, half of them, 6 (50%) were between the ages of 41-50 years. Overall, the vast majority of teachers (98.93%) were aged above 20 and the majority of principal (87%) and supervisor (91.7%) respondents were aged above 25 and 30 respectively.

Item III of table 2 again showed the qualification of teachers, principals and supervisors. Thus, as the table depicted, 45 (47.9%) of the teachers were diploma holders whereas, 44 (46.8%) of them were first degree holders. Indeed, out of those who responded only few of the teachers (5.3%) were having a TTI certificate. In the case of the school principals more than half of them, 13 (56.5%) were having a first degree and 2 (8.7%) of them were a masters degree holders. The rest of the principal respondents (34.8%) were diploma holders. On the other hand, 75% of the supervisor respondents were degree holders and 25 % of them were MA/MSc holders. Therefore the data collected revealed that neither the teacher nor the principal respondents were under-qualified in their academic profile, rather 46.8% of the teacher and 65.2% of the principal respondents were having an academic qualification above the minimum criteria (above diploma and TTI certificate), set by the Ministry of Education; to teach as well as to head a primary school of grades, 1-8 (MoE, 1995: 26).

### **3.2 Implementation of the approved primary education standards.**

The following discussion is about the availability as well as the proper utilization of the pre-determined curricular materials and the prescribed requirements, in the privately owned primary schools so as to assess whether the schools were properly following and implementing the approved primary curriculum and the other standards of the level while practicing primary education in the City Government of Addis Ababa.

In the analysis of the data Chi-square test statistics at 5% level of significance was employed when it was necessary to measure the extent of differences among the responses obtained from the respondents.

### 3.2.1 Do the private primary schools (1-8) properly follow and implement the existing curriculum designed for primary Education in terms of:

- i. The desired curricular inputs such as, the approved subjects' syllabuses, textbooks, teachers' guides and the other recommended instructional materials?
- ii. The specific subjects to be taught, their language of instruction and the time allotted to them?

#### 3.2.1.1 The Availability and Utilization of Curricular and Instructional materials.

**Table 3. Responses regarding textbooks and syllabuses being used in the teaching learning process**

No	Items	Respondents					
		Teachers		Principals		Supervisors	
		No	%	No	%	No	%
1.	Textbooks being used in the teaching learning process are:-						
	a) Prepared by the City Education Bureau (CEB)	13	13.8	5	21.7	1	8.3
	b) Foreign text books.	2	2.1	-	-	-	-
	c) Both prepared by the City Educational Bureau and foreign text books.	48	51.1	8	34.8	3	25
	d) Prepared by the schools' themselves.	4	4.3	1	4.3	-	-
	e) The City Education Bureau's and those prepared by the schools' themselves.	11	11.7	4	17.4	3	25
	f) Foreign text books and those prepared by the schools' themselves.	-	-	-	-	1	8.3
	g) The CEB's, foreign and those prepared by the schools' themselves.	16	17	5	21.7	4	33.8
	<b>Total</b>	94	100	23	100	12	100
2.	The syllabuses being used are:-						
	a) Prepared by MoE	41	43.6	10	43.5	3	25
	b) Prepared by the schools' themselves.	5	5.3	1	4.3	2	16.7
	c) The modified form of MoE	46	48.9	11	47.8	7	58.3
	d) Foreign syllabuses	2	2.1	1	4.3	-	-
	<b>Total</b>	94	100	23	100	12	100

As can be seen from table 3 of item 1, an attempt was made to investigate the kind of textbooks being used while implementing the approved primary curriculum in the sampled private primary schools. Accordingly, 51.1% and 34.8% of the higher proportion of both teacher and principal respondents respectively agreed that the textbooks were both prepared by the City Education Bureau and foreign (imported) textbooks. In addition, 25% of the supervisor respondents also indicated the same. However, the critical value of  $\chi^2$  at 0.05 level of significance is 5.991 and the calculated  $\chi^2$  value is 2.20 shows that there is no significant difference among the three groups of respondents while indicating this item. On the other hand, only few proportions of the respondents (13% of the teachers, 21.7% of the principals and 8.3% of the supervisors) reported the permitted textbooks prepared and published by the City Education Bureau.

Further, during personal observation, the researcher was able to notice that the majority (80%) of the sampled schools were using variety and plenty foreign and/or textbooks prepared by themselves without verifying whether or not the contents fit to the mental capacity of the beneficiary children and the objectives of the ongoing national education policy. In view of these findings one can conclude that the anticipated textbooks, which were supposed to be a special function of the existing national curriculum in indicating content standards (what a student should know or should able to perform), essential knowledge and basic skills that the school should provide to young generations were not taken as the only prime choice in implementing the approved primary curriculum in the majority of the sampled private primary schools.

In table 3, item 2 respondents were asked about the subjects' syllabus being used in the teaching-learning process. Accordingly, the majority supervisor respondents (75%) reported that the syllabuses being used in the majority of the schools were those prepared by the schools' themselves or the modified form of MoE. In addition, 54.2% of the teacher and 52.1% of the principal respondents (the higher proportion in each category) also responded similarly. The Chi-square test result,  $\chi^2=1.09$ ,  $df=2$ ;  $\alpha=0.05$  at the critical value of  $\chi^2=5.991$  also indicates that there was no significant difference among the three groups of respondents while responding to the items. One of the important variable that

have a positive bearing on the successful implementation of the approved primary curriculum is the proper utilization of the anticipated subjects' syllabus, this is because they are a plan statement for any part of the existing curriculum so as to present contents of the curriculum systematically and logically in a planned manner and also help the teacher to what appropriate method or methods to employ (MoE, 1995:28). But as it can be seen from the distribution of the data less than half of the total respondents (41.8%) were the only one; who reported as if the schools were being utilized the approved subjects' syllabus prepared by the MoE. Similarly, during observation time it was also possible to investigate that only 40% of the sampled schools were choosing to utilize the anticipated syllabuses prepared by the MoE in implementing the ongoing primary education curriculum in the City Government of Addis Ababa.

**Table 4. Responses regarding the availability of the approved curricular and instructional materials**

I. Rate the availability of the following curricular and instructional materials in your school?	Teachers								School Principals							
	Adequate		Inadequate		Not available at all		Total		Adequate		Inadequate		Not available at all		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1. Each subject's syllabus prepared and published by the CEB.	10	10.6	48	51.1	36	38.3	94	100	1	4.4	9	39.1	13	56.5	23	100
2. Each subject's teacher's guide prepared and published by the CEB	8	8.5	49	52.1	37	39.4	94	100	1	4.4	11	47.8	11	47.8	23	100
3. The approved students' text books in the hands of the pupils	21	22.3	71	75.5	2	2.1	94	100	4	17.4	18	78.2	1	4.4	23	100
4. The various teaching aids (charts, maps, globs, audio and visual materials, etc.)	17	18.1	68	72.3	9	9.6	94	100	5	21.7	18	78.3	-	-	23	100
5. Reference books.	19	20.2	68	72.3	7	7.4	94	100	3	13.04	18	78.3	2	8.7	23	100
6. Laboratory materials	17	18.1	65	69.1	12	12.8	94	100	5	21.7	15	65.2	3	13.04	23	100

Table 4, depicts to what extent the approved curricular and the other instructional materials were available in the private primary schools. Accordingly, in relation to item 1, the majority of the teacher (89.4%) and the principal (95.6%) respondents rate the availability of the approved subjects' syllabus as inadequate or not available at all. The Chi-square test statistics ( $\chi^2$  cal. = 0.0376 <  $\chi^2$  cr.v. = 3.84 at df= 1 and  $\alpha=0.05$ ) further revealed that there was no significant difference among these two groups of respondents while indicating their views as inadequate or not available at all. From this finding therefore, we can conclude that, even if the availability as well as the proper utilization of each of the centrally devised subjects' syllabus were mandatory for the proper implementation of the existing primary curriculum, the majority of both groups of the respondents pointed out that the materials were not fully available in the majority of the sampled private primary schools.

In table 4 item 2 respondents were again asked to rate the availability of the approved teachers' guides prepared and published centrally by the City Education Bureau so as to implement the ongoing primary education curriculum. Accordingly, the majority of both the principal 22(95.6%) and teacher 86(91.5%) respondents were viewed the availability as inadequate or not available at all. Moreover, the Chi-square test statistics  $\chi^2$  cal. = 0.00925 at the critical value of  $\chi^2 = 5.991$  further confirm the fact that there was no significant difference between the two groups of respondents while indicating their views as inadequate or not available at all. Thus, although it is difficult to argue that teachers cannot teach with out a teachers' guide, in the absence of well-trained teachers in the area, which might be common in Ethiopia, a teachers' guide does have a big role in supporting the teachers to cleverly handle the subject. However, as far as this finding is concerned it can be concluded that the importance of this curricular material were overlooked in the majority of the sampled private primary schools.

In the case of item 3, so as to explore the issue of the extent of availability of the approved textbooks to pupils in the private primary schools, respondents were asked to rate students' access to the textbooks. Accordingly, analysis indicated that only, 22.3% of the teacher and 17.4% of the principal respondents indicated that the approved textbooks were available adequately in the hands of the students. On the other hand, the remaining

majority of the respondents (75.5% and 78.2% of the teacher and principal respondents respectively) indicated that the availability of the textbooks to the pupils were inadequate. Similarly, most Sub-city education department supervision heads interviewed highlighted the limited access of private school students to the approved textbooks. In this regard most of them suggested that the main reason why the textbooks were not sufficiently available to the schools was because there has been an acute shortage of the textbooks published by the City Education Bureau it self. Therefore, this finding may imply that aside from formulating the curriculum standard and enforcing it to be implemented, the City Education Bureau again has to discharge its responsibility so as to make the approved textbooks adequately available to the schools in order to enhance the smooth implementation of the existing primary curriculum and to aspire the desired minimum quality standard primary education.

On the same table again, in relation to item 4 and 5, 72.3% and 78.3% of both the majority teacher and principal respondents, respectively, replied the availability of the various kinds of teaching aids and reference materials, as inadequate. As far as item 6 is concerned, about 69.1% of the majority teacher respondents reported the inadequacy of laboratory materials in their respective school. In addition about 65.2% of the principal respondents also replied similarly. However, the Chi-square test statistics  $x^2_{cal.} = 0.077$  at the critical value of  $x^2 = 3.841$  further revealed the fact that there was no significant difference between these two groups of respondents while indicating their views about the adequacy of laboratory materials in the schools. Overall, in relation to items 4, 5 and 6, the majority of both respondents responded that the various instructional materials (teaching aids, reference books and laboratory materials) were generally inadequate in the majority of the sampled private primary schools. Thus, from the data it can be concluded that even if the standard guideline enforced by MoE, (1995; 33) emphasized the availability as well as the proper utilization of the abovementioned instructional materials, the availability of the materials were inadequate in the majority of the schools.

**Table 5. Supervisors' response regarding the utilization of the approved curricular and instructional materials in the private primary schools**

1. To what extent do you think the following curricular inputs being properly utilized in the teaching learning process by most of the private primary schools	Highly		Moderately		Minimally		Not at all		Total	
	No	%	No	%	No	%	No	%	No	%
1. All the subjects' syllabuses prepared and published by MoE	-	-	1	8.3	2	16.6	9	75	12	100
2. All the subjects' teacher's guide prepared and published by the City Educational Bureau	-	-	2	16.6	1	8.3	9	75	12	100
3. All the subjects' textbooks prepared and published by the CEB.	2	16.7	4	33.3	4	33.3	2	16.7	12	100
4. The minimum required teaching aids prescribed by MoE and CEB (charts, maps, globes, audio and visual materials, word cards, symbols, etc)	1	8.3	4	33.3	4	33.3	3	25	12	100
5. Reference books	-	-	3	25	9	75	-	-	12	100
6. Laboratory materials	-	-	2	16.7	6	50	4	33.3	12	100

As indicated in table 5, supervisors were asked to rate to what extent do the private primary schools utilize the curricular inputs and the other instructional materials prescribed by the Ministry and the City Education Bureau. Accordingly, for item 1 and 2, the majority supervisors (75%), responded that all the anticipated syllabuses and teachers' guides prepared at the center were said to be not utilized at all by most of the schools. As far as the rate of utilization of the subjects' textbooks prepared and published by the City Education Bureau are concerned, about 66% of the supervisors rated the utilization as minimal or moderate. Similarly, the minimum required teaching aids prescribed by MoE and the CEB (charts, maps, globes, word cards, symbols, etc.) were also said to be utilized minimally or moderately by 66.6% of the supervisors. On the other hand in relation to items 5 and 6 the majority (75%) and 50% of the supervisor respondents respectively responded that both reference books and laboratory materials were said to be utilized minimally by most of the schools. Therefore, from the data distribution it can be concluded that even if for the smooth implementation of the approved curriculum, the availability as well as the appropriate utilization of the intended curricular as well as the other instructional materials have been emphasized in the standard guideline, however, results of this study indicated that: 1) all the approved subjects' syllabuses and teachers' guides were said to be not utilized at all, as of the intended, by most the schools under study, 2) the rate of utilization of the approved subjects' textbooks and the minimum required teaching aids were also said to be moderate or minimal, and finally, reference books and laboratory materials were said to be utilized minimally in the majority of the sampled private primary schools.

Furthermore, the researcher, in his observation understood the total unavailability of all the anticipated subjects' syllabuses and teachers' guides prepared by the licensing authorities (MoE and the CEB) in the majority of the sampled schools. Similarly, the acute shortage of teaching aids, reference books, and laboratory chemicals and materials has been observed in the significant number of the sampled schools.

### 3.2.1.2 Subject Requirements

**Table 6. Responses regarding the subjects being taught and the language of instruction**

No	Items	Respondents			
		Teachers		Principals	
		No	%	No	%
1.	The subjects being taught in the school are:-				
	a) Only the specific subjects prescribed in the primary guideline standard of the CEB.	14	14.9	3	13
	b) Other than the specific subjects prescribed in the guideline, there are additional subjects being taught in the school.	80	85.1	20	87
	<b>Total</b>	94	100	23	100
2.	If your answer for item '1' is 'b' what is the language of instruction being used for most of the additional subjects?				
	a) Amharic	6	7.3	3	15
	b) English	54	67.4	15	75
	c) Both	15	18.8	2	10
	d) Other	5	6.2	-	-
	<b>Total</b>	80	100	20	100
3.	In which of the following grade levels do the additional subjects are mostly given?				
	a) 1-8	4	5	-	-
	b) 1-6	63	78.8	17	85
	c) 1-4	13	16.2	3	15
	<b>Total</b>	80	100	20	100

As shown in Table 6 item 1, respondents were asked about the subjects being taught in the sampled schools. Accordingly, the majority of both teacher and principal respondents (85.1 % and 87%, respectively) reported that other than the specific subjects prescribed in the standard curriculum guideline of the CEB, there were additional subjects being taught by most of the sampled schools. On the other hand, in order to crosscheck this finding supervisors were asked a question about what proportion of the schools found in each of the sampled district teach only the specific subjects prescribed by the City Education Bureau. Responses ranged from: (1) "Large proportion of them"; (2) "Roughly half proportion of them"; (3) "Small proportion of them"; (4) "None of them." In this regard, the majority supervisor respondents (83.3%) replied that none of the schools were teaching only the specific subjects prescribed in the standard primary guideline of the City Education Bureau. All the schools in the sampled sub-cities, therefore, were not teaching

only the specific subjects prescribed in the approved primary guideline of City Education Bureau.

For alternative variety as a school choice for parents and students, it mean may be nothing to provide other subjects out of the curriculum standard, but the issue that could arise at this juncture from the standard point of view, among other things is whether the additional subjects being provided by the schools affect (lessen) the approved subjects' instructional time (weekly periods) or not. Indeed, as far as this point is concerned the researcher in his observation able to investigate that the additional subjects which were given with out the knowledge of the CEB were provided at the expense of the approved subjects' time table (periods). For example in almost all of the sampled private primary schools especially at the lower grades from mathematics, what we call it in Amharic “ጊብ” two or three periods per week were reduced and allotted to “maths in English”, that is a subject which is totally out of the approved curriculum standard. Similarly, from environmental science subject (“አካባቢ፣ ሳይንስ” in Amharic) again 2 or 3 periods per week were taken and provided to a new subject outside of the curriculum standard, by the name “science in English”. Therefore in view of the aforementioned finding we can conclude that the weekly instructional time (periods) allotted for the approved primary education subjects by the City Education Bureau was not implemented properly. Thus, it is unreasonable to conclude that the ongoing curriculum designed for primary education is being implemented properly (as of the intended) in the majority of the sampled private primary schools.

In item number 2, respondents were asked to indicate the language of instruction being used for the additional subjects, which were out of the approved curriculum standard of the City Education Bureau, but being provided by the respective schools. Accordingly, the English language was indicated by the majority of both teacher and principal respondents (67.4% and 75% respectively). The rest very few of the respondents i.e. 7.5% and 15% of the teacher and the principal respondents respectively reported “*Amharic*” language. Thus, from the data distribution it can be conclude that almost all the sampled schools were used English language as a medium of instruction for the additional subjects being provided by

them with out the knowledge of the City Education Bureau. Following the question in item 2, in item 3 of the same table respondents were asked to indicate the grade levels in which these additional subjects were mostly given. In this regard, the majority of both respondents (78.8% of the teachers and 85% of the principals) indicated grades 1-6. Thus, from the frequency distribution of the data it can be deduced that, nearly in all of the sampled private primary schools, the additional subjects which were out of the curriculum standard were mostly given in grades 1-6. From this finding it seems that for grades 7 and 8 almost all the schools were strictly teaching only the approved subjects. The possible explanation of this could be the regional national examination which is prepared and administered by the City Education Bureau at grade 8 level.

Further, from the findings of item 2 and 3 it can be inferred that even if based on the 1994 Education and Training Policy of MoE (1994b) the City Administration has decided Amharic to be the language of instruction for grades 1-6, nearly all the sampled private primary schools were not practicing primary education in compliance with the anticipated language of instruction policy.

3.2.2 Do the private primary schools properly follow and implement the standards prescribed by the Ministry and the City Administration Education Bureau in terms of:

i. Teachers' and principals' qualification?

ii. School facilities (libraries, laboratories, classrooms, etc.)?

### 3.2.2.1a) Teachers' Qualification

Table 7. Responses regarding teachers' qualification

No	Items	Respondents					
		Teachers		Principals		Supervisors	
		No	%	No	%	No	%
1.	What is the academic qualification of the majority teachers who teach in the first cycle (1-4)?						
	a) 12 complete	-	-	-	-	-	-
	b) Certificate	6	6.4	2	8.7	1	8.3
	c) Diploma	39	41.5	10	43.5	-	-
	d) Certificate and Diploma	20	21.3	4	17.4	3	25
	e) BA/BSc degree	11	11.7	1	4.3	-	-
	f) Diploma and BA/BSc degree	15	16	5	21.7	5	47.7
	g) Certificate, diploma and BA/BSc degree	3	3.2	1	4.3	3	25
	<b>Total</b>	94	100	23	100	12	100
2.	The academic qualification of the majority teachers who teach in the second cycle (5-8) is:-						
	a) Certificate	-	-	-	-	-	-
	b) Diploma	13	13.8	4	17.4	1	8.3
	c) Certificate and Diploma	1	1.1	-	-	-	-
	d) BA/BSc degree	25	25.5	7	30.4	2	16.7
	e) Diploma and BA/BSc degree	52	55.3	11	47.8	9	75
	f) Certificate, diploma and BA/BSc degree	4	4.3	1	4.3	-	-
	<b>Total</b>	94	100	23	100	12	100
3.	What proportion of the teachers with BA/BSc degree do you think have taken the required pedagogical training to teach children of the level (1-4) in most of the private primary schools?						
	a) Large proportion of them	-	-	-	-	1	8.3
	b) Roughly, half proportion of them.	-	-	-	-	1	8.3
	c) Small proportion of them	-	-	-	-	6	50
	d) None of them	-	-	-	-	4	33.3
	<b>Total</b>	-	-	-	-	12	100

It is evident that the qualification of subject teachers has a great bearing on the implementation of the approved curriculum and consequently on the achievement of students (Nannyonjo, 2007: 39). Thus, the issue that could arise at this juncture is whether teachers are, in the first place, qualified to teach the grade levels they are assigned to.

According to the standard guideline directives of MoE and City Education Bureau teachers of the lower (1-4) and upper (5-8) primary levels need to be a minimum of certificate and diploma holders, respectively. To know the qualifications, teacher, principal and supervisor respondents and their responses are indicated in Table 7 above.

Accordingly, in item 1, respondents were asked the qualifications of teachers in the lower primary level (1-4). In this regard the majority of both teacher and principal respondents (69.1% and 69.5% respectively) responded diploma and above as the academic qualification of the majority teachers who were teaching in the lower primary grades of the level. In addition, 47.7% of supervisor respondents also indicated the same items. However, as confirmed by the Chi-square test statistics ( $\chi^2_{cal} = 1.14 < \chi^2_{cr.v.} = 5.991$  at  $df = 2$  and  $\alpha = 0.05$ ), there was no significant difference among the three groups of respondents while indicating the academic qualification. On the other hand, as it can be seen in the table 8.7% of the principals, 6.4% of the teachers and 8.3% of the supervisors were the only respondents who indicated item 'b' (TTI certificate). From this finding it can be concluded that most of the schools were providing the service with better qualified teachers, i.e. above the minimum required academic profile criterion (above TTI certificate prescribed for the level, 1-4) set by the MoE and the City Education Bureau.

In item 2 of the same table, respondents were also asked about the academic qualification of the majority teachers who teach in the upper primary level of the system (5-8). Accordingly, the majority supervisor respondents (75%) reported diploma and BA/BSc degree. In addition, 55.3% of the teacher and 47.8% of the principal respondents also indicated these items. However, the Chi-square test statistics  $\chi^2 = 1.094$  at the critical value of  $\chi^2 = 5.991$  further revealed the fact that there was no significant difference between these three groups of respondents in responding to the item. On the other hand as it can be seen in the table, 13.8%, 17.4% and 8.3% of the teachers, the principals and the supervisors, respectively were the only respondents who indicated item 'b' (diploma). Therefore, from the data it can be concluded that the academic qualification of a significant number of teachers who teach in the upper primary level (5-8), in most of the sampled schools, were above the minimum required criterion set by the MoE and the CEB.

When we look at the data for both of the items in Table 7, it can be clearly observed that there were a significant number of teachers whose academic qualification was above the minimum requirement of the level we are discussing. However, besides being over qualified for the level, teachers need to take a certain professional training so as to enhance their effectiveness and efficiency in the teaching-learning process (Baum and Tolbert, 1985: 138). To assess this condition supervisor respondents were asked about the issue.

Accordingly, as can be seen in table 7 item 3 supervisor respondents were asked to indicate their views about what proportion of the teachers with BA/BSc degree had taken the necessary pedagogical training to teach children of the level (1-4) in a self contained classroom manner. Accordingly, the majority of the supervisor respondents (83.3%) responded that only the smaller proportion or none of the BA/BSc teachers had taken the necessary pedagogical training. Further, most sub-city education supervision heads interviewed confirmed that, most of the teachers in the private schools were trained to be a high school teachers. Thus, from this finding we can infer and conclude that majority of the teachers with BA/BSc degree who were teaching in grades 1-4 in the majority of the sampled schools had not taken the necessary pedagogical training required at the level.

### 3.2.2.1b) Principals' Qualification

**Table 8. Supervisors' response regarding principals' qualification**

No	Items	Respondents	
		Supervisors	
		No	%
1.	What is the academic qualification of the majority principals (head teachers) in most of the private primary schools?		
	a) certificate	-	-
	b) diploma	1	8.3
	c) certificate and Diploma	-	-
	d) BA/BSc degree	2	16.7
	e) Diploma and BA/BSc degree	9	75
	f) Certificate, diploma and BA/BSc degree.	-	-
	<b>Total</b>	12	100
2.	Among the private primary schools' principals what proportion of them do you think had taken the professional training in educational administration, at least at a diploma level?		
	a) Large proportion of them	-	-
	b) Half proportion of them	1	8.3
	c) Small proportion of them	9	75.0
	d) None of them	2	16.7
	<b>Total</b>	12	100

In table 8 item 1 an attempt was made to identify the academic qualification of the majority principals in the sampled Sub-cities. Accordingly, the majority of supervisor respondents (75%) responded diploma and BA/BSc degree. Cross checking with the background information of principals' educational level, 56.5% of the sampled private primary schools principals (Table 1) were found to be degree holders, 34.8% of them were diploma holders and the rest 8.7% of them were MA/MSc degree holders. Thus, from the data it can be concluded that the academic qualification of the principals in all of the sampled private primary schools was not only the acceptable minimum but also a significant number of them were having an academic qualification above the minimum requirement of MoE and City Education Bureau.

On the other hand, in Table 8 item 2, supervisors in the sampled sub-city education departments asked to indicate their views about what proportion of the principals in the private primary schools had taken the professional training in educational administration.

In this regard, the majority of the supervisors (75%) responded that among the total private primary schools' principals found with in the respective sub-cities only the smaller proportion of them had taken the required training in educational administration. Further, during observation time the researcher was also able to investigate that out of the 25 sampled school principals only 5(20%) of them were found to be a graduate in educational administration.

Thus, from the findings we can deduce that, though most of the principals in the sampled schools were well qualified in the subject area, the majority of them have not been trained professionally in educational administration. However, to fulfill and carryout the various responsibilities, the school principal must have a certain level of background in the specialized field of educational administration, management and supervision (stoops and others, 1981: 9).In view this fact, the standard guideline of the Ministry as well as the City Education Bureau has urged for the private principals to be professionally trained in the aforesaid discipline at least at a diploma level so as to provide a better professional guidance and educational leadership, at the particular level under study(for primary level, 1-8).

### 3.2.2.2 School Facilities

**Table 9. Responses on the availability of school facilities**

I. Indicate the availability of the following facilities in your school	Teachers										Principals									
	Adequate		Moderately adequate		Inadequate		Not available at all		Total		Adequate		Moderately adequate		Inadequate		Not available at all		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1. Office for principal	38	40	25	26.6	31	33	-	-	94	100	8	34.8	7	30.4	8	34.8	-	-	23	100
2. Teachers staff room	15	16	34	36.2	45	47.9	-	-	94	100	5	21.7	6	26.1	12	52.2	-	-	23	100
3. pedagogical center	11	11.7	27	28.7	42	44.7	14	14.9	94	100	1	4.3	8	34.8	9	39.1	5	21.7	23	100
4. First aid room	13	13.8	10	10.6	34	36.2	37	39.4	94	100	2	8.7	5	21.7	7	30.4	9	39.1	23	100
5. Classrooms in terms of their size	12	12.7	12	12.7	70	74.5	-	-	94	100	2	8.7	3	13	18	78.3	-	-	23	100
6. Toilets	46	48.9	43	45.7	5	5.3	-	-	94	100	10	43.5	10	43.5	3	13	-	-	23	100
7. Library	27	28.7	25	26.6	36	38.3	6	6.4	94	100	5	21.7	2	8.7	13	56.5	3	13	23	100
8. Laboratory	20	21.3	18	19.1	44	46.8	12	12.8	94	100	4	17.4	6	26.1	11	47.8	2	8.7	23	100
9. Play grounds	3	3.2	3	3.2	40	42.6	48	51.1	94	100	1	4.3	1	4.3	7	30.4	14	60.9	23	100

Table 9 presents the attempt made to know the condition of school facilities in the private primary schools. Accordingly, in item 1, the majority of teacher (67%) and the higher proportion (65.2%) of principal respondents viewed that the principal's office in the private primary schools as adequate or moderately adequate with the required materials and conditions. But on the other hand, a significant proportion of teachers (33%) and principals (34.8%) responded that the principal's offices were inadequate. Thus, from the data it can be concluded that in the majority of the sampled private primary schools principal's office were either adequate or moderate with the necessary materials and requirements. But on the other hand there were few schools in which the principal's offices were said to be ill-equipped with the required materials and conditions.

In relation to items 2-5, as can be seen in the Table 9, about 47.9% of the teachers and 52.2% of the principals (the higher proportion in each category) reported that teachers' staffrooms were inadequate in terms of the necessary materials and conditions. Similarly, about 44.7% and 39.1% of the teacher and the principal respondents respectively reported that their respective pedagogical centers' were inadequate. On the other hand 39.4% and 39.1% of the teacher and the principal respondents respectively responded the total unavailability of item 4 (first aid room) in their respective school compound. Classrooms in terms their size were also said to be inadequate by the majority the respondents i.e. 74.5% of the teacher and 78.3% of the principal respondents.

On the other hand, item 6 (Toilets) were said to be adequately available by 48% of the teachers and 43.5% of the principals. Finally, in relation to items 7-9; 38.3% of the teacher and 56.5% of the principal respondents reported the inadequacy of library facility in their respective schools in terms of the required materials and conditions. On the other hand a number of teacher (6) and principal (3) respondents reported the total unavailability of library facility in their respective school's compound. Similarly, laboratory facility was said to be available inadequately by 46.8% of the teacher and 47.8% of the principal respondents. On the other hand, about 12.8% of the teacher and 8.7% of the principal respondents reported the total unavailability of laboratory facility in their respective

schools. And similarly, 51.1% of teacher and 60.9% of principal respondents reported the non existence of play grounds in their respective school's compound.

Further, the researcher also found in his observation that there are a number of private primary schools with no pedagogical center, first aid room and library facilities at all. Moreover, play grounds prescribed to be available by the CEB such as football, basket ball and volley ball fields were not totally accessible in almost all of the sampled private primary schools. Besides, most of the schools were far behind in meeting the minimally standardized classroom size i.e. above 50m<sup>2</sup> prescribed by MoE and the City Education Bureau (MoE, 1995: 21).

### 3.2.2.3 Do they establish all the required organizational administrative units in the leadership and management structure of the school system?

**Table10. Responses regarding the availability of administrative structural units**

No	Items	Respondents			
		Teachers		Principals	
1	Which of the following school organization administrative structural units are available in the leadership and management structure of your school?	No	%	No	%
	a) Principal ship	85	90.4	22	95.7
	b) Vice-principal ship	37	39.4	16	69.6
	c) Unit-leader ship	18	19.1	9	39.1
	d) Subject area department heads	46	48.9	11	47.8
	e) Parent-Teacher Association	17	18.1	3	13
	f) In-school Teachers Association(committee)	5	5.3	-	-

Table 10 above summarizes the availability of important school organization administrative units which were said to be a prerequisite elemental parts so as to establish a school board/committee for effective school based management that have been found to have a direct and a positive bearing on the strength of the school administrative capacity,(AACGEB, 2005a: 30-40). Accordingly, as indicated in the table almost all the respondents in both categories indicated the availability of principal ship position in most of the sampled private primary schools. Again, about 39.4% of teacher and most principal (69.6%) respondents also reported the availability of vice-principal ship in the majority of the schools. Similarly, about 48.7% and 23.1% of the respondents reported the availability

of subject area department heads and unit-leader ship respectively, in the leadership and management structure of some of the sampled schools. However, as can be noted from the data, relatively Parent-Teacher Association and In-school Teachers Committee did not exist in the majority of the sampled schools. Thus, having such responses it is reasonable to conclude that all the important internal administrative structural units prescribed to be established by MoE and City Education Bureau, so as to create effective school based management in the administrative staff of the school system, were not established in the majority of the sampled schools.

Further more, responses from the interviewee also indicated that majority of the private primary schools were reluctant to establish the intended school organization administrative structural elemental parts, especially that of Parent-Teacher Association (PTA) and In-school Teachers Association/Committee were emphasized by the majority interview respondents. This could imply that most of the sampled schools were not willing to create conditions that would allow the participation of parents and teachers in the management and supervision of the school system. This in turn adversely affects the establishment of a well structured educational administration in the private primary schools.

3.2.2.4 Do their promotion policies conform to the guideline of the City Education Bureau and the New Education Training Policy?

Table 11. Responses regarding the promotion policies

Item No	Items	Respondents			
		Teachers		Principals	
		No	%	No	%
1.	What was the grade average minimum passing mark at grades 4-7, for those students who scored 50% and above in all subjects, during the last academic year (1999 E.C)?				
	a) Less than 50%	-	-	-	-
	b) 50%	20	21.3	5	21.7
	c) 51-55%	17	18.1	3	13
	d) 56-60%	30	31.9	10	43.5
	e) 61 and above	27	28.7	5	21.7
	<b>Total</b>	94	100	23	100
2.	During the last academic year students who failed in any 4 subjects, at grades 4-7, but scored a total grade average greater than or equal to 50%, did they allowed to be promoted?				
	a) Yes	24	25.5	4	17.9
	b) No	70	79.5	19	82.6
	c) No response	-	-	-	-
	<b>Total</b>	94	100	23	100
3	How are students promoted in grades 1-3?				
	a) If they scored 50% and above in all subjects	33	35.1	7	30.4
	b) If their grade average is not less than 50%	20	21.3	4	17.4
	c) Through automatic promotion policy	31	33	10	43.5
	d) Other promotion policy	10	10.6	2	8.7
	<b>Total</b>	94	100	23	100

Table 11 illustrates the attempt made to assess whether the private primary schools were implementing the promotion policies prescribed by the City Education Bureau or not. Accordingly, in item 1 respondents were asked to indicate the grade average minimum passing mark at grades 4-7 for those students who scored 50% and above in all subjects, during the last academic year (1999 E.C). In this regard, 56% and above was said to be the minimum grade average passing mark reported by the majority teacher respondents (60.6%). In addition 65.2% of the principal respondents also indicated this item. However, the Chi-square test statistic  $\chi^2=0.0125$  at the critical value of  $\chi^2=3.841$ , and 5% significance level revealed the fact that there was no significant difference between the

two groups of respondents. Thus, from the data distribution it can be inferred that, the minimum grade average passing mark (50%) prescribed for that particular academic year (1999E.C.), by the promotion policy guideline of the City Education Bureau was not implemented in the majority of the sampled schools.

In item number 2 of the same table respondents were asked whether a student who failed in any 4 subjects but scored a cumulative grade average greater than or equal to 50% at grades 4-7, had been allowed to be promoted or not, during the last academic year (1999 E.C.). Accordingly, the majority of both respondents (74.5% of the teachers and 82.6% of the principals) replied the answer 'No'. However, according to the promotion policy guideline of the City Education Bureau, if a student at any grade level 4-7, scored less than 50% (failed) in any 4 subjects but being his/her grade average greater than or equal to 50%, he/she has to be promoted to the next grade level.

Finally, in item 3, respondents were asked to respond on how students had been promoted in grades, 1-3. Responding to the question, the majority teacher respondents (67%) indicated item a, b or d (promotion policies other than the automatic one). In addition 56.5% of the principal respondents also responded to these items. However, the two groups of respondents were not significantly differ while responding this way and this can be confirmed by the Chi-square test statistics value ( $\chi^2 = 0.39$ ,  $df = 1$ ;  $\alpha = 0.05$ ), that it shows there was no significant difference between the two groups of respondents. On the other hand, 33% of the teachers and 43.5% of the principals were the only respondents who indicated automatic promotion policy for grades 1-3. Thus, even if the City Education Bureau prescribed automatic promotion policy to be implemented at the lower primary grades (1-3); however, the data distribution indicates that among the schools a significant number of them were not implementing it.

Therefore, based on analysis in items 1, 2 and 3, it could be possible to deduce that the promotion policies being practiced by the majority of the schools were not in compliance with the promotion policy guideline of MoE and the CEB.

## CHAPTER FOUR

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 4.1 Summary of the Major Findings

The main purpose of the study was to investigate whether the private primary schools (both first and second cycle) were properly following and implementing the approved primary education curriculum and the other prescribed standards of the CEB for the level (1-8) in their process of practicing primary education in the CGAA.

In order to achieve the goals/aims of the study, basic questions were raised addressing the areas of: 1) curricular inputs, the subjects being taught and their language of instruction and the time allotted to them 2) teachers' and principals' qualifications 3) school facilities such as classrooms, library, laboratory, etc 4) school administrative structure and 5) the promotion policy.

To address the research questions, the researcher reviewed relevant literature and prepared two sets of questionnaires and interview guides on the basis of the reviewed literature to collect data from the target sample population at the sampled private primary schools. The questionnaires were designed for teachers, principals and sub-city education department supervisors. These questionnaires, after having been evaluated and checked by the thesis advisor, they were pilot –tested in order to avoid irrelevant and ambiguous question items. Based on comments secured, the necessary corrections and modifications were made before distribution. The study was carried out on four sampled sub-cities, which were selected on the basis of random sampling technique by using lottery method after classifying the ten sub-cities of the City Administration in to three strata based on the number of private primary schools in each sub-city. Accordingly, 100 teachers and 25 school principals were selected to respond to the questionnaire in 25 sampled private primary schools, which were selected from four sampled sub-cities based on the student population in each of the schools. In addition, 12 (all) supervisors from the sampled sub-city education departments were also included to respond on the questionnaire prepared for them.

This chapter therefore summarizes the major findings of the study and draws conclusion on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

1. The data collected has indicated that the approved syllabuses designed centrally for primary education, were not accepted as the only prime choice by the majority of the schools while implementing the approved primary curriculum. Larger proportion of the teacher and principal respondents (83.76%) also witnessed that each subject's syllabus prepared and published by MoE were not fully available in most of the schools. Similarly, a higher proportion of supervisor respondents (75%) reported that the rate of utilization of this curricular input was almost none in the majority of the private primary schools.
2. In the study, it was found out that the approved textbooks prepared and published by the City Education Bureau so as to implement the existing primary curriculum were not taken as the only prime choice by almost all of the sampled private primary schools. The significant majority of supervisor respondents (83.3 %) also disclosed that the rate of utilization of all the approved subject textbooks was not adequate enough as it was intended, in the majority of the schools. However, this study also found out that, shortage of the approved textbooks published by the City Education Bureau had its own contribution to the limited access of the textbooks to the pupils as well as to some extent to the teachers in most of the private primary schools.
3. The study further indicated that all the approved teachers' guides prepared and published by the City Education Bureau were not fully available in the majority of the schools. The majority of supervisor respondents (75%) also confirmed that the rate of utilization of this material was almost none in the majority of the schools.
4. The study further revealed that the other instructional materials such as reference books, laboratory chemicals and materials and teaching aids (charts, maps, globes, audio and visual materials, word cards, etc) were found to be generally inadequate in most of the sampled private primary schools. Particularly, out of the total teacher and principal respondents who responded to the question posed concerning the availability of the materials 72.3%, 72.3% and 69.1% of the majority

respondents reported the inadequacy of teaching aids, reference books and laboratory chemicals and materials, respectively. Furthermore, most of the supervisor respondents also confirmed that the utilization rate of each of these instructional materials was said to be inadequate, in most of the schools.

5. The findings of the study had also revealed that, almost all the sampled schools were teaching additional subjects other than the approved specific subjects, especially in grades 1-6, with out the knowledge of the City Education Bureau (as noted by 85.47% of the respondents).It was also investigated that the English language was instructional media for the additional subjects being provided in the significant majority of the schools. On top of this, it was also possible to observe that the additional subjects were presented at the expenses of the approved subjects' instruction time table (periods).
6. The data finding revealed that the academic qualification of the significant majority of the sampled schools' teachers (94.7 %) were diploma (47.9%) and first degree holders (46.8%). The rest (5.3%) of them were having a TTI certificate. According to the standard set by the MoE and the CEB, teachers need to be a minimum of certificate and diploma holders for the lower (1-4) and upper (5-8) primary level, respectively. Thus, as observed in the study, there was no teacher below the standard set by MoE and the CEB. Rather, a significant number of them were having an academic qualification above the minimum standard required. Moreover, it was also confirmed in the study that the majority teachers who teach in the first cycle (1-4) were diploma and degree holders (as noted by the majority or 66.7% of the respondents). But unfortunately, in most of the sampled schools only the smaller proportion of these teachers (with BA/BSc degree) had taken the necessary pedagogical training to manage children of the level (1-4) in a self-contained class room organization manner (as viewed by 83.3% of the supervisor respondents).

7. Similarly, the majority of school principals (65.2%) were found to be above the standard academic profile set by MoE and the CGAAEB. While the rest of them (34.8%) were also qualify the minimum academic profile requirement. However, as noted by 75% of supervisor respondents out of all the principals of the private primary schools in the sampled sub-cities, only the smaller proportion of them had taken the professional training in Educational Administration.
8. The findings of the study also indicated that in the majority of the sampled private primary schools, facilities such as, class rooms, teachers' staffroom, pedagogical center, first aid room, library, laboratory and playgrounds were found to be generally, inadequate with the necessary materials, equipments and other requirements. To be specific, in the significant majority of the sampled schools class room size was far below the minimally standardized i.e. above 50m<sup>2</sup> prescribed in the standard guideline of City Education Bureau. On top of this, pedagogical center, library, laboratory, teachers' staffroom, first aid room and playgrounds were inadequately available in the vast majority of the sampled schools. Beyond this, however, as noted by a certain proportion of the respondents, pedagogical center (16.23%), first aid room (39.3%), library (7.6), laboratory (11.9%) and playgrounds (52.9%) were not totally existed in few of the sampled private primary schools.
9. It was also witnessed that some of the major school organization administrative structural elements such as Parent-Teachers Association(PTA) and In-school Teachers Association (committee) which should have been established for effective school based management, as of the outlined standard guideline of the City Education Bureau, did not exist at all in the majority of the sampled private primary schools.
10. The study also indicated that the promotion policy practiced in the majority of the sampled private primary schools was not in compliance with the promotion policy guidelines of MoE and City Education Bureau. To be specific, for example during the last academic year (1999 E.C), in the majority of the sampled schools 56% and above was the minimum grade average passing mark in grades, 4-7 for students who scored 50% and above in all of the subjects. However given such scenario of

a student, 50% cumulative average was prescribed as a minimum passing mark in the promotion policy guideline of the City Education Bureau. Similarly, as noted by 64.96% of the majority respondents, it was also found out that automatic promotion policy based on continuous assessment for grades,1-3 prescribed by MoE was not implemented in a certain significant number of the sampled private primary schools.

## **4.2 Conclusion**

Based on the findings, the following conclusions were drawn.

1. The current primary curricula standard guideline enforced by the City Government of Addis Ababa Education Bureau prescribes certain curriculum requirements as a standard for primary education. These includes the specific subjects to be taught at different grade levels, the language of instruction and the time allotted to them, and certain specific curricular materials such as the approved syllabuses, textbooks, teachers' guides and other instructional materials. Therefore, failure to fulfill the pre-determined curricular requirements and to utilize the approved curricular inputs indicates that the schools were not following and implementing the approved primary curriculum in compliance with the desired standards of the country.
2. The findings of the study also indicate that, the academic qualification of both the teachers and the principals in the private primary schools was not only the acceptable minimum but also a significant number of them were having an academic qualification above the minimum standard set by the MoE and the City Education Bureau. Meanwhile, although the academic qualification of the teachers and the principals was found to be enough or more for the level, the absence of adequate professional training of the said professionals was observed in the majority of the private primary schools. This in turn manifests that the schools were not fully meeting the anticipated standards, in relation to the teachers' and the principals' qualification set by the MoE and the City Education Bureau.

3. The study further revealed the inadequate availability of school facilities such as classrooms, teachers' staffroom, pedagogical center, first aid room, library, laboratory and playgrounds in the majority of the schools. Besides, it was also observed by the researcher that in some of the private primary schools facilities such as pedagogical center, first aid room, library, laboratory and playgrounds were nonexistent. From this therefore it can be concluded that most of the schools were organized insufficiently in providing the desired services. Moreover, this situation indicates that the schools were not in a position to properly implement the envisaged minimum conditions and requirements of the primary school physical and learning facilities.
4. The findings of the study also reveal that among the major school organization administrative structural units; Parent-Teachers Association (PTA) and In-school Teachers Association (committee) were not established yet in the majority of the schools.
5. The findings of the study also indicated that the promotion policies being practiced in the majority of the schools were not in compliance with the promotion policy guidelines of MoE and the CEB. Accordingly, for grades 4-7, unlike the promotion policy of the CEB, the minimum grade average passing mark was noted to be a bit higher in the private primary schools. Similarly, for grades 1-3, unlike automatic promotion policy based on continuous assessment, the significant number of the schools were having a certain achievement requirements.

### 4.3 Recommendations

Based on the findings and conclusion of the study the following solutions are suggested for a better implementation of the existing primary education curriculum and the standards in the private primary schools.

1. The primary education curriculum devised at the center as well as at the regional educational offices in our country contains a broad description of educational standard for primary school curricula, which provide national standards for the objectives, essential knowledge and basic skills, method of teaching, allotments of time and the specific contents of the teaching for each school subjects. Thus, to assure the successful implementation of the approved curriculum, the appropriate utilization of the standard aspect curricular materials such as the various grade level subject syllabuses, teachers' guides, the approved textbooks and the other recommended instructional materials, are basic among others. The following major interventions should, therefore, be made by the City Education Bureau so as to keep the education being provided by private primary schools inline with the approved national curriculum standards:

- Further policy dissemination and internalization activities among all practitioners of education in private primary schools about the objectives and goals of the existing curriculum is required so as to make the education given in these schools inline to the intended national education. This will also enhance the level of accountability and professional commitment among all concerned bodies.
- A strategy has to be designed, translated in to action and monitored so as to make sufficiently available the critical curricular materials such as the approved textbooks and the other educational materials to the private schools. This could be achieved for example, by making the published materials commercially available for parents and the schools.
- Finally effective utilization of the already existing curricular inputs and other curricular requirements has to be periodically monitored in the private schools through frequent supervision/inspection/ work.

2. Fortunately, the study revealed that, the majority of both teachers and principals of the schools were found to be academically well qualified with respect to the set standard of MoE and the City Education Bureau. But on the other hand most of them have not been trained with the required minimum professional training which is important to enhance the effectiveness of the teaching-learning process at the level under study. To be noted, apart from mastery of the subject knowledge, teachers need to have the appropriate pedagogical training (knowledge) that enables them to understand the needs of their students so as to assist them expertly in a more effective way. Similarly, apart from the academic qualification (subject are discipline), a principal need to have a certain level of training in Educational Administration. This is because the training in the aforesaid discipline has a profound effect on the efficiency and effectiveness of the school management aspects. Therefore, in order to make the teaching as well as the administrative staff of the private primary schools' more qualified towards the expected standard of the level, the City Education Bureau in collaboration with the schools are recommended to arrange a frequent professional support service for the principals and classroom teachers so as to enhance students' learning and the overall performance of the private primary schools. This could be achieved through providing in-service or on- the job training as situation permit.
3. The primary education standard guideline of MoE and the City Education Bureau emphasizes on the adequacy of school facilities (classrooms, teachers' staffroom, pedagogical center, library, laboratory, etc) with all the necessary materials, equipments, conditions and requirements. This is because the adequate availability would have a profound effect on the quality of education being provided there. However, to mention few, the average classrooms size of almost all the sampled schools was below the standard set by MoE and the City Education Bureau. Similarly, in most of them the other facilities were also nominally existed with the necessary materials, equipments and requirements. Therefore, in order to adequately fulfill all the necessary facilities prescribed in the standard guideline of the City Education Bureau, it is recommended that the schools should allocate

more funds from the existing resources. On the other hand, *kebele* education experts are also recommended to provide continuous and effective professional support as well as inspection services that will enhance the schools' effort towards maintaining the minimum facility standards.

4. In the study, it was found out that the majority of the schools have not established Parent-Teacher Association (PTA) and In-schools Teachers Association. Lack of these administrative units in the leadership and management structure could limit the extent of participation of parents and teachers in the management and supervision of the school system and this would in turn negatively affect achievement of the identified educational goals and objectives. Therefore, to ensure effective school leadership and management structure, the researcher recommends the establishment of the PTA and In-school Teachers committee as per the directives issued by the City Education Bureau.
5. The general literature suggests that repetition has significant cost implications and is therefore an inefficient way of managing resources, since it does not lead to improved students' performance. In line with this, it has been also suggested that students who had repeated a class at the lower primary grades do less in the long term than students who did not. Based on this fact, through assessing the prevailing local condition with regards to the various determinants in the promotion policy, the City Government of Addis Ababa Education Bureau yearly revise and enforce promotion policy to be implemented in the Government, public as well as private primary schools. To be noted, during the last academic year (1999 E.C), the Bureau enforced automatic promotion policy based on continuous assessment for grades 1-3. And for grades 4-7, the Bureau had devised promotion policy guideline, based on the number of subjects passed and grade average scored by the students as a criterion to decide as to whether or not a particular pupil should be promoted. However, as it has been noted in the study, for grades 4-7, unlike the promotion policy of the City Education Bureau, the minimum cumulative grade average passing mark was noted to be higher (56% and above) in most of the private primary schools. Similarly, for grades 1-3, automatic promotion policy based on continuous assessment, was not implemented in the

significant number of the schools. Failure to follow in accordance with the guideline could cause, among other things, educational wastage on parents (increase the cost of education on parents). Therefore, the City Education Bureau should do its level best to correct this condition through continuous and effective supervision and follow up so as to avoid the unnecessary cost that parents might have been incurred.

6. Finally further research with a wider scope needs to be done on the topic under study in order to gain an in-depth understanding of as to how the existing primary curriculum and the standards are being implemented in the private primary schools.

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## Appendix A

### Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

A questionnaire to be filled by **principals** and **teachers** of the sampled private primary schools (1-8).

With this questionnaire, the researcher intends to assess to what extent the standards set by the new education and training policy for primary education is being implemented so as to investigate as to how primary education is being provided by the private primary school in the city Government of Addis Ababa. Your responses will be used only for pure academic purpose. So please fill it genuinely by devoting your time and exerting effort.

Thank you in advance.

**NB**

Please, note that there is no need to write your name

#### I. Background Information

**Instruction:** - Read the following items and answer by either putting a tick mark “✓” in the box in front of a word or phrase, or writing your response in full as appropriate. Please, do not leave the open-ended questions unanswered.

1. Level of the school    a) 1-4                       b) 5-8                       c) 1-8
2. Sex:                      a) Male                       b) Female
3. Age:                      a) Below 20                       b) 21-25                       c) 26-30   
                                    d) 31-40                       e) 41-50                       f) Above 50

4. Educational qualification \_\_\_\_\_

5. Current position a) Teacher  b) Principal  c) Vice-principal

## II. Question Items

**Instruction:** - please read the following items carefully and give your response by putting a "✓" mark in the box in front of a statement or phrase that you may choose as a response & put your opinion for open ended items. Please, do not leave the open-ended questions unanswered.

6. Text books that you are using for teaching-learning process are:-

- a) Prepared by the City Education Bureau
- b) Foreign text books
- c) The City Education Bureau's and foreign text books
- d) Prepared by the school it self
- e) The City Education Bureau's and those prepared by the school it self
- f) Foreign text books and prepared by the school it self
- g) The City Education Bureau's, foreign and those prepared by the school it self
- h) Other, please, specify, \_\_\_\_\_

7. The syllabuses that you are using are:-

- a) Prepared by MoE
- b) Prepared by the school it self
- c) The modified form of MoE so as to adjust to the school situation
- d) Foreign syllabuses
- e) Other, please, specify \_\_\_\_\_

8. Please indicate the adequacy of the following instructional materials in your school, by rating as:-

3= Adequate                      1=Not available at all

2= Inadequate

Item	3	2	1
a). Syllabus for each subject and grade level prepared and published by MoE			
b) Teacher's guide for each subject and grade level prepared and published by the City Education Bureau			
c) The various teaching aids (charts, maps, globes, audio and visual materials, word cards, symbols, etc).			
d) Reference books.			
e) Laboratory chemicals and materials			
f) The approved textbooks in the hands of the pupils			

9. The subjects being taught in your school are:-

- a) Only the specific subjects prescribed in the standard primary education curriculum guideline of the City Education Bureau
- b) Other than the specific subjects prescribed in the guideline there are additional subjects being taught in the school
- c) All the subjects being given in the school are not contained in the standard guide line
- c) Other, please, specify \_\_\_\_\_

10. If your answer for the above question is 'b' or 'c' what is the language of instruction being used for these subjects?

- a) Amharic
- b) English
- c) Both Amharic and English
- d) Other, please, specify, \_\_\_\_\_

11. In which of the following grade levels do the additional subjects are given?

- a) 1-8
- b) 1-6
- c) 1-4
- d) Other, please, specify \_\_\_\_\_

12. What is the academic qualification of the majority teachers who teach in the first cycle (1-4)?

- a) 12 complete
- b) TTI Certificate
- c) TTI or College Diploma
- d) TTI or College, Certificate and Diploma
- e) BA/ BSc degree
- f) TTI or College Diploma and BA/ BSc degree
- g) TTI Certificate, Diploma and BA/BSc degree
- h) Others, please, specify \_\_\_\_\_

13. What is the academic qualification of the majority teachers who teach in the second cycle 5-8?

- a) 12 complete
- b) TTI Certificate
- c) TTI or College Diploma
- d) TTI or College, Certificate and Diploma
- e) BA/ BSc degree
- f) TTI or College Diploma and BA/ BSc degree
- g) TTI Certificate, Diploma and BA/ BSc degree
- h) Others, please, specify \_\_\_\_\_

14. Which of the following school organization administrative units are available in the leadership and management structure of your school? (You can indicate your answer more than once).

- a) Principal ship                       d) Subject area departments heads   
 b) Vice-principal ship                       e) Parent-Teacher Association   
 c) Unit-leadership                       f) Teachers Association

15. What is the average class room size in your school?

- a) 10-20 m<sup>2</sup>     d) 41-50 m<sup>2</sup>   
 b) 21-30 m<sup>2</sup>     e) 50 m<sup>2</sup> and above   
 c) 31-40 m<sup>2</sup>

16. Please indicate the adequacy of the following facilities in your school, by rating as:-

- 4= Adequate    2= Inadequate  
 3= Moderately adequate    1= Not available at all

Item	4	3	2	1
a) Office for principal				
b) Teachers staff room				
c) Pedagogical center				
d) First aid room				
e) Classrooms in terms of size				
f) Toilet				
g) Library				
h) Laboratory				
i) Playgrounds				

17. What was the grade average minimum passing mark for students who scored 50% and above in all subjects, during the last academic year (1999 E.C)?

- a) Less than 50%                       d) 56-60%   
b) 50%     e) 61% and above   
c) 51-55%

18. If a student at any grade level (4-7) scored less than 50% (fail) in any 4 subjects where his/her grade average being greater than 50%, did the school allowed him/her to pass to the next grade level during the last academic year (1999 E.C) ?

- a) Yes     b) No

19. How are students promoted in grades 1-3?

- a) If they scored 50% and above in all subjects   
b) If their grade average is not less than 50%   
c) Through automatic promotion policy   
d) If you have other promotion policy, pleas, specify, \_\_\_\_\_  
\_\_\_\_\_



4. Educational qualification \_\_\_\_\_

## II. Question Items

**Instruction:** - please read the following items carefully and give your response by putting a “✓” mark in the box in front of a statement or phrase that you may choose as a response and put your opinion for open-ended items. Please, do not leave the open-ended questions unanswered.

5. The textbooks being used by the majority private primary schools in your sub-city are:-

- a) Prepared by the City Education Bureau
- b) Foreign textbooks
- c) The City Education Bureau's and Foreign textbooks
- d) Prepared by the schools themselves
- e) The City Education Bureau's and those prepared by the schools themselves
- f) Foreign textbooks and Prepared by the schools themselves
- g) The City Education Bureau's, foreign and those prepared by the schools themselves
- h) Other, please, specify \_\_\_\_\_

6. What kinds of syllabuses are being used by most of the private primary schools found in your sub-city?

- a) Prepared by MoE
- b) Prepared by the schools' themselves
- c) The modified form of MoE so as to adjust to the school situation
- d) Foreign syllabuses
- e) Other, please, specify \_\_\_\_\_

7. What proportion of the students in most of the private primary schools found in your sub-city fulfilled all the subjects' textbook published by the City Education Bureau in a one to one ratio?

- a) The larger proportion of the students
- b) Roughly, half proportion of the students
- c) The smaller proportion of the students
- d) No one

8. If your answer for the above question is 'c' or 'd', what do you think is the main reason?

- a) Shortage of the textbooks published by the City Education Bureau
- b) Financial problem of the schools'
- c) Financial problem of parents' and students'
- d) Low importance of the text books, because the schools are using foreign text books and/or others prepared by themselves
- e) Other, please, specify, \_\_\_\_\_

9. To what extent do you think, are the following curricular inputs being properly utilized for the teaching-learning process in most of the private primary schools found in the sub-city?

4= Highly      3= Moderately      2= Minimally      1= Not at all

Item	4	3	2	1
a) All the subjects' syllabus prepared and published by MoE and the City Education Bureau				
b) All the subjects' teacher's guide prepared and published by the City Education Bureau.				
c) All the subjects' textbook prepared and published by the City Education Bureau.				
d) The minimum prescribed teaching aids by MoE and the City Education Bureau (charts, Maps, globes, audio and visual materials, word cards, symbols, film, etc).				
e) Reference books.				
f) Laboratory chemicals and materials.				

10. What proportion of the schools found in the sub-city teach only the specific subjects prescribed by the City Education Bureau?

- a) The larger proportion of the schools
- b) Roughly, half proportion of the schools
- c) The smaller proportion of the schools
- d) No one

11. Among the private primary schools found in the sub-city, what proportion of them do properly use the language of instruction as of the guideline of the City Education Bureau in the process of implementing the approved primary education curriculum?
- a) The larger proportion of them
  - b) Roughly, half proportion of them
  - c) The smaller proportion of them
  - d) No one
12. What is the academic qualification of the majority teachers who teach in the first cycle (1-4) in most of the private primary schools found in the sub-city?
- a) 12 complete
  - b) TTI Certificate
  - c) TTI or College Diploma
  - d) TTI or College, Certificate and Diploma
  - e) BA/ BSc degree
  - f) TTI or College Diploma and BA/ BSc degree
  - g) TTI Certificate, Diploma and BA/BSc degree
  - h) Others, please, specify \_\_\_\_\_
13. If most of them have BA/BSc teachers for grades (1-4), what proportion of them, do you think have the required pedagogical knowledge to teach children of this level?
- a) The larger proportion of them
  - b) Roughly, half proportion of them
  - c) The smaller proportion of them
  - d) No one
14. What is the academic qualification of the majority teachers who teach in the second cycle (5-8) in most of the private primary schools found in the sub-city?
- a) 12 complete
  - b) TTI Certificate
  - c) TTI or College Diploma
  - d) TTI or College, Certificate and Diploma
  - e) BA/ BSc degree

- f) TTI or College Diploma and BA/ BSc degree
- g) TTI Certificate, Diploma and BA/BSc degree
- h) Others, please, specify \_\_\_\_\_

15. What is the academic qualification of the majority principals (head teachers) in most of the private primary schools found in your sub-city?

- a) Certificate
- b) Diploma
- c) Certificate and Diploma
- d) BA/BSc
- e) Diploma and BA/BSc
- f) Certificate, Diploma and BA/BSc
- g) Other, please, specify, \_\_\_\_\_

16. Among the private primary schools' principals found in your sub-city, what proportion of them do you think have taken the professional training in educational administration?

- a) The larger proportion of them
- b) Roughly, half proportion of them
- c) The smaller proportion of them
- d) No one

17. What proportion of the private primary schools in your sub-city, fulfill the standard class room size prescribed by the City Education Bureau?

- a) The larger proportion of them
- b) Roughly, half proportion of them
- c) The smaller proportion of them
- d) No one

## Appendix C

**Addis Ababa University  
School of Graduate Studies  
College of Education  
Department of Educational Planning and Management  
Interview Guides**

Interview guide questions prepared to gauge information from **Sub-city** education department officials.

1. Do the private primary schools properly use the various subject syllabuses, teacher's guides and textbooks prepared and published by MoE and the CEB, as it was intended?
2. Do the schools teach only the specific subjects prescribed by the CEB?
3. Do they properly utilize the weekly instructional time of each subject as of the prescribed by the CEB?
4. Do the schools' teaching and administrative staff qualifications meet the minimum standards set by MoE and the CEB?
5. Do the schools establish the important organizational administrative units in the leadership and management structure of the school system recommended by the CEB (principal ship, vice-principal ship, unit-leadership, Parent-Teacher Association, etc.)?
6. Do the schools have available instructional materials and facilities that meet the standard set by the CEB?
7. Do their promotion and the language of instruction policy conform to the guidelines of the CEB and the NETP?

## Appendix D

### Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational planning and Management

Name of the school \_\_\_\_\_

#### Observation checklist for the:-

- I. Teachers' and principals qualification.
- II. Availability of the anticipated organizational administrative units in the leadership and management structure of the school system.
- III. Instructional time-table.
- IV. Instructional materials.
- V. Quality of school facilities (classrooms, pedagogical center, laboratory, library, playgrounds and first aid room).
- VI. The specific subjects to be taught and the language of Instruction.

#### 1. Teachers

A. As per the standard, are all the teachers academically qualified for the level they are teaching?

a. Yes                       b. No

B. Number of teachers graduated from teachers training institutions:-

a. In TTI Certificate \_\_\_\_\_

b. In Diploma \_\_\_\_\_

c. In Degree \_\_\_\_\_

2. Is the principal qualified in educational administration at least at diploma level?

a. Yes                       b. No

**3. Organizational Structure**

A. Does the school establish all the administrative structural units prescribed by the City Education Bureau?

a. Yes                       b. No

B. If the answer for 'A' is 'No' which of them is not yet established?

**4. Time-table**

A. Does the School's time-table conform to the City's Education Bureau's?

a. Yes                       b. No

**5. Instructional materials**

A. Textbooks being used in the teaching learning process:

	<u>Yes</u>	<u>No</u>
i. Are all prepared by the CEB;	<input type="checkbox"/>	<input type="checkbox"/>
ii. Are all foreign textbooks;	<input type="checkbox"/>	<input type="checkbox"/>
iii. Both prepared by the CEB and foreign textbooks;	<input type="checkbox"/>	<input type="checkbox"/>
iv. Are all prepared by the school it self ;	<input type="checkbox"/>	<input type="checkbox"/>
v. The CEB's and the school's it self;	<input type="checkbox"/>	<input type="checkbox"/>
vi. Foreign and the school's it self;	<input type="checkbox"/>	<input type="checkbox"/>
vii. The CEB's, foreign and the school's it self;	<input type="checkbox"/>	<input type="checkbox"/>

B. The syllabuses being used:

	<u>Yes</u>	<u>No</u>
i. Are prepared by MoE;	<input type="checkbox"/>	<input type="checkbox"/>
ii. Are prepared by the school it self;	<input type="checkbox"/>	<input type="checkbox"/>
iii. Are the modified form of the MoE;	<input type="checkbox"/>	<input type="checkbox"/>
iv. Are foreign syllabuses;	<input type="checkbox"/>	<input type="checkbox"/>

C. Do all the subjects teachers' guides prepared by the city Education Bureau are available?

a. Yes                       b. No

i. If the answer for 'A' is 'No' which of them are not available?

D. Do all the subjects syllabus prepared by the City Education Bureau are available?

a. Yes                       b. No

i. If the answer for 'B' is 'No' which of them are not available?

E. Do teachers use different teaching aids for class-rooms instruction?

a. Yes                       b. No

## 6. Class room

A. Does the area of the class-rooms conform to the prescribed standard size, set by the City Education Bureau?

a. Yes                       b. No

## 7. Pedagogical Center

A. Is there a pedagogical center in the school:-

a. Yes                       b. No

B. If the answer for 'A' is 'yes':-

i. Does the school use the center for preparing different types of teaching aids?

a. Yes                       b. No

## 8. Laboratory

A. Is there a laboratory in the school?

- a. Yes                       b. No

B. If the answer for 'A' is 'yes':-

i. Does it have enough facility (size, chemicals, materials, etc).

- a. Yes                       b. No

ii. Do teachers use the laboratory for instructional demonstrations and experiments?

- a. Yes                       b. No

## 9. Library

A. Is there a library in the school?

- a. Yes                       b. No

B. If the answer for 'A' is 'yes'

i. Does it have enough facility (size, books, chairs, light, etc)?

- a. Yes                       b. No

ii. Does the library have a professional who provide (s) service?

- a. Yes                       b. No

## 10. Play grounds

A. Does the school have play grounds (foot ball, basket ball and volley ball fields)?

- a. Yes                       b. No

B. If the answer for 'A' is 'yes':-

i. Are they enough?

- a. Yes                       b. No

### 11. First aid room

A. Is there a first aid room in the school?

a. Yes

b. No

B. If the answer for 'A' is 'yes':-

i. Does it provide adequate service?

a. Yes

b. No

ii. Does it have a professional who provide (s) the service?

a. Yes

b. No

### 12. Language of instruction

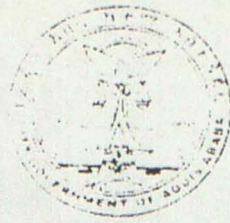
a. What are the subjects being taught in the school?

b. Do all the teachers use the appropriate language of instruction for the subject he/she is teaching?

a. Yes

b. No

አበባ ከተማ አስተዳደር  
ትምህርት ቢሮ



Addis Ababa City  
Administration  
Education Bureau

**ፈጽሞ በወጣ ለሰነድ**

ቁጥር 211/1416/አገገ-ረ/49  
ቀን 22/10/99

ለ ኒቫራቲ ቃኪቲ  
አዲስ አበባ

ክፍለ ከተማ ትምህርትና ሥልጠና ጽ/ቤት

**ጉዳይ:- የ1999 ዓ.ም የትምህርት ዘመን የክፍል ዝውውር መመሪያን ይመለከታል።**

ከላይ በርዕሱ እንደተገለጸው እንዳለፉት የትምህርት ዘመናት ሁሉ የ1999 ዓ.ም ከ4ኛ እስከ 9ኛ ላሉት ክፍሎች የክፍል ዝውውር መመሪያን የትምህርት ቢሮው ከክፍለ ከተሞች ጋር በመተባበር በተመረጡ ናሙና ትምህርት ቤቶች የዳሰሳ ጥናት በማካሄድ አግራጭ የክፍል ዝውውር ሃሳቦችን ማመንጨት እንደነበረበት እሙን ነው። ሆኖም በዚህ ዓመት በልዩ ልዩ ምክንያቶች በመነሻ ጥናቶች ላይ ተመሥርቶ ውጤት ላይ መድረስ አልተቻለም።

ይሁን እንጂ ትምህርት ቢሮው የ1996ን፣ የ1997ንና የ1998ን የክፍል ክፍል ዝውውር መመሪያዎችን በጥቁር ከመረመረ በኋላ ጌላ ያሉ ልዩነቶችን ባለማግኘት የ1998 ዓ.ም የክፍል ክፍል ዝውውር መመሪያን መጠቀም እንደሚቻል አምናታል። በዚህ መሠረት ከተራ ቁጥር 1-6 ያሉት የዝውውር መስፈርቶች በዚህ ዓመት ተግባራዊ ይሆናሉ። ከዚህ በተጨማሪ የአሥራ አንደኛ ክፍል የተማሪዎች ዝውውር የፌዴራል ትምህርት ሚኒስቴር በ12/02/96 በቁጥር 13/1-1598/8292/35 አስተላልፎ የነበረውን መመሪያ ቢሮአችንም በ17/2/96 በቁጥር አ28-40/10 ለአሥራም ክፍለ ከተማ ትምህርት መምሪያዎች ማስተላለፉን እናስታውሳለን። ይኸው የክፍል ክፍል ዝውውር መመሪያ በአባሪው በተራ ቁጥር 7 ላይ ቀርቧል።

ስለዚህ ይኸው ተጠቃሎ ከዚህ ጋር አባሪ ሆኖ የተላከው 3 ገጽ የክፍል ክፍል ዝውውር መመሪያ በየት/ቤቶች ተግባራዊ እንዲደረግ እናሳስባለን።

**ግልባጭ፣**

- ለቢሮ ኃላፊ ጽ/ቤት
- ለአጠ/ርም/ማስተ/ም/ቢሮ ኃላፊ ጽ/ቤት
- ለቴ/ሙያ ትም/ሥ/ም/ቢሮ ኃላፊ ጽ/ቤት
- ለትም/ክ/ሰ/ሰ/ሥልጠና መምሪያ
- ለመደበኛ ቴ/ሙያ ት/ሥ/መምሪያ
- ለሲ.ቪ.ል ሰርቪስና ሕግ አገልግሎት
- ለሱፐርቪዥን ቡድን
- ለተማሪዎች ፈተናና ምዘና ቡድን
- አዲስ አበባ



ከላምታ ጋር ።

**ሀላፊ**  
ትምህርት ቢሮ ጸ/ፊ

«ለትምህርት ጥራትና መስፋፋት በወቅቱ የሚከፍሉት ግብር ዓይነተኛ መሣሪያ ነው»

☎ 223884 FAX 223888 ☎ 744 E-mail aa\_cgeb@telecom.net.et  
አዲስ አበባ ኢትዮጵያ Addis Ababa - Ethiopia

ግለሰብ፣ ሁል ጊዜ የሚገኘውን ቁጥር፣ የጉዳይን ርዕስና የሚመለከተውን ክፍል ይጥብ።  
REMINDER: PLEASE ALWAYS PROVIDE REF. NO. SUBJECT AND ATTENTION TO

**የመጀመሪያ ደረጃ እና የክፍተኛ 2ኛ ደረጃ ት/ቤቶች የ1999 ዓ.ም  
ከክፍል ወደ ክፍል የዝውውር መመሪያ**

1. **ከ1ኛ እስከ 3ኛ ክፍል:-** በትምህርትና ሥልጠና ፖ.ሊ.ሲ. መሠረት በተከታታይ ምዘና በቀጥታ ወደሚቀጥለው የክፍል ደረጃ ይዛወራሉ::

2. **የ4ኛ ክፍል /የቀንና የማታ ተማሪዎች/-**

ሀ/ በማንኛውም የትምህርት ዓይነቶች ወድቀው አማካይ ውጤት 50 ካገኙ ወደ 5ኛ ክፍል ይዛወራሉ::

ለ/ አማካይ ውጤታቸው ከ50 በታች ከሆነ አይዛወሩም::

1. **የ5ኛ ክፍል /የቀንና የማታ ተማሪዎች/-**

ሀ/ ከ1-5 የትምህርት ዓይነቶች ወድቀው አማካይ ውጤት 50 ካገኙ ወደ 6ኛ ክፍል ይዛወራሉ::

ለ/ በ6 እና በላይ የትምህርት ዓይነቶች ከወደቁ አይዛወሩም::

2. **የ6ኛ ክፍል /የቀንና የማታ ተማሪዎች/-**

ሀ/ ከ1-4 የትምህርት ዓይነቶች ወድቀው አማካይ ውጤት 50 ካገኙ ወደ 7ኛ ክፍል ይዛወራሉ::

ለ/ በ5 የትምህርት ዓይነቶች ወድቀው አማካይ ውጤት 52 ካገኙ ወደ 7ኛ ክፍል ይዛወራሉ::

ሐ/ በ6 እና በላይ የትምህርት ዓይነቶች ከወደቁ አይዛወሩም::

3. **የ7ኛ ክፍል /የቀንና የማታ ተማሪዎች/-**

ሀ/ ከ1-4 የትምህርት ዓይነቶች ወድቀው አማካይ ውጤት 50 ካገኙ ወደ 8ኛ ክፍል ይዛወራሉ::

ለ/ በ5 የትምህርት ዓይነቶች ከወደቁ አማካይ ውጤት 52 ካገኙ ወደ 8ኛ ክፍል ይዛወራሉ::

ሐ/ በ6 እና በላይ የትምህርት ዓይነቶች ከወደቁ አይዛወሩም::