

ACHIEVEMENTS AND CHALLENGES IN IMPLEMENTING GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM IN GOVERNMENT SECONDARY SCHOOL OF ARSI ZONE OF OROMIA REGIONAL STATE

BY:

LEMMA TENKOLU GUDETA

ADVISOR:

WOSSENU YIMAM (PHD)

A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT IN PARTIALS FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

JUNE: 2015

ADDIS ABABA UNIVERSITY

LETTER OF APPROVALS

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning & Management

The thesis titled: **Achievements and Challenges in Implementing General Education Quality Improvement Program of Government Secondary School of Arsi Zone** is done by Lemma Tenkolu for the degree of Master of Arts in Educational Leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee

Chairman Dr. Hussien Signature _____ Date 16 July 2015

Advisors Dr. Wossenu Yimam Signature _____ Date 16 July 2015

External examiner Dr Mekasha Kassaye Signature _____ Date 15 July 2015

Internal examiner Dr. Hussien Signature _____ Date 16/07/2015

Declaration

I, the under signed declare that the thesis titled, "**Achievements and Challenges in Implementing General Education Quality Improvement Program of Government Secondary School of Arsi Zone**", is his original work done under close supervision of Dr. Wossenu Yimam and submitted for the examination as partial fulfillment of the requirement for the Degree of Master of Arts in Educational Leadership. All sources used in this thesis have been dully acknowledged. I also assure that it has not been submitted to any other university for the award of a degree.

Name- ***Lemma Tenkolu***

*Sign.*_____

Date 15/July 2015

Approval

This is to certify that the thesis titled **Achievements and Challenges in Implementing General Education Quality Improvement Program of Government Secondary School of Arsi Zone**" is the original work of Lemma Tenkolu done under my close supervision and submitted for examination with my knowledge as university advisor.

Name Dr. Wossenu Yimam

Sign _____

Date 16/07/2015

Place: Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

ACKNOWLEDGMENTS

Most importantly, let me praise and honor the Lord Almighty for the opportunity and capacity given to me to realize my hope. The completion of this research is a result of different People efforts that deserve appreciation.

First and foremost I would like to express my heartfelt thanks to my advisor Wossenu Yimam (PhD). For everything he has taught me and for his professional advice and constructive criticisms in my attempts to make this work a success, I sincerely thank him.

Secondly, I have expressed my sincere love and appreciation for my wife Wro, Bizunesh Wondimu, and all my family members (Obse Lemma and Selam Lemma). For their moral support and encouragement, and also their efforts to overcome various challenges which affect my work as well as the life of the family.

Thirdly, I have sent my heartfelt thanks to my brother, Nigussie Tenkolu, with his family specially Wro. Genet Fikadu and my staff members Ato Meskele Mideksa, Ato Negesu Demissie, Ato Kaso Reu, Gemechu Defere and all members of the staff for their financial, material, technical support as well as moral support starting from the initial to the completion of this research work. It is worth to mention here many individuals' contributions; especially, I would like to thank my parents with their family members.

Last, but not least, I would send my sincere thanks for Arsi Zone Education Officials, sample secondary school principals, teachers, supervisors, students, PTA members, Woreda education office management members and all staff members for their participation to give necessary information, through questionnaire, FGD and interview, to finish the study successfully.

TABLE OF CONTENTS

ACKNOWLEDGMENTS I

TABLE OF CONTENTS II

LIST OF TABLES V

LIST OF FIGURES VI

LIST OF APPENDICES VII

ABBREVIATIONS AND ACRONYMS VIII

ABSTRACT X

CHAPTER ONE

1.1. Background Of The Study 1

1.2 Statement of the Problem 6

1.3 Objective of the Study 9

1.3.1 General Objective 9

1.3.2. The Specific Objectives of the Study 9

1.4 Significance of the Study 9

1.5 Scope of Study 9

1.6. Operational Definition Of Key Terms 10

1.7 Organization of the Study 10

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CONCEPT OF EDUCATION AND EDUCATION QUALITY

2.1 Education 11

2.2 Education Quality 12

2.3 Indicators of Education Quality 16

2.3.1 Inputs 17

2.3.2. Process 18

2.3.3. Output/Outcomes 18

2.4 Countries Experiences in Improving Quality Education 19

2.4.1 Honduras 19

2.4.2 Singapore 19

2.4.3. Chile 21

2.4.4. Kenya 22

2.5 The Ethiopian General Education Quality Improvement Program and its Components 27

2.5.1 Component 1: Curriculum, Textbooks and Assessment 28

2.5.2 Component 2: Teacher Development Program (TDP) 29
2.5.3 Component 3: School Improvement Program (SIP) 30
2.5.4 Component 4: Management and Administration Program (MAP) 31
2.5.5 Component 5: Program Coordination and Monitoring and Evaluation 33

CHAPTER THREE

RESEARCH METHODOLOGY

3.INTRODUCTION 35
3.1 Research Design 35
3.2 Data Type and Source of Data 35
3.3 Description of the Study Area 35
3.4 Target Population of the Study 36
3.5 Sampling Techniques and Sample Size 36
3.6 Methods and Procedures of Data Collection 38
3.7 Method of Data Analysis 39

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRTATION OF DATA

4.1 Introduction 40
4.2. Response rate 40
4.3 Demographic characteristics of respondents 42
4.3.1 Sex of respondents 42
4.3.2. Service Year of Respondent Teachers 43
4.3.3 Age of respondent 44
4.3.4: Respondents educational level 45
4.4. Understanding of Respondents about GEQIP in Arsi Zone 46
4.5: Indicators of Education Quality Related to Input 50
4.5.1. Curriculum, Text Book and Teachers Guide 50
4.5.2 School Improvement Program 53
4.5.3. Ratio of Student to Text Book, Class Size and Teacher 54
4.6. Indicators of Education Quality Related To Process 56
4.6.1 Indicators Related to Process 56
4.6.2. Comprehensive Supervision System in School. 59
4.7 Indicator of Education Quality Related to Output 59
4.8 Teacher Development Program 64
4.9 Management and Administration 65
4.9.1 Pillars of GEQIP Got More Emphasis 65
4.9.2 Achievements Gained in Implementing GEQIP. 65

4.9.3 Challenges facing GEQIP implementation in Arsi Zone 66

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUTIONS AND RECOMMENDATIONS

5.1 Summary of Findings. **68**

5.1.1. Understanding of Respondents about GEQIP in Arsi Zone 69

5.1.2. Curriculum , Text book and Teachers Guide. 69

5.1.3. School Improvement Program 70

5.1.4. Indicators of Education Quality Related to Process 70

5.1.5. Indicator of Education Quality Related to output 71

5.1.6. Teacher Development Program 71

5.1.7. Management and Administration 71

5.1.8. Achievement Gained in Implementing GEQIP. 72

5.1.9. Challenges Facing GEQIP Implementation in Arsi Zone 72

5.2 Conclusion **72**

5.3. Recommendation **74**

APPENDICES

LIST OF TABLES

TITLE **PAGE**

Table 1: Sample and Sample Size.....38
Table 2: Distributed and Returned Questionnaires with Types of Respondents.....42
Table 3: Interview and Focus group Discussion Respondents.....43
Table 4: Sex of Respondents.....43
Table 5: Age of Respondents.....46
Table 6: Qualification of Teachers and Students grade level.....47
Table 7: Teachers understanding about quality education and GEQIP.....49
Table 8: Students understanding about quality education and GEQIP.....50
Table 9: Indicator of quality education related to input.....52
Table 10: Sample Schools Teachers Qualification.....54
Table 11: Ratio of Class Size and Teacher to Student.....57
Table 12: Indicator of education quality related to process.....58
Table 13: Indicator of Education Quality Related to Output.....61
Table 14: Students Repetition Rate.....62
Table: 15 Students Dropout rate.....63

LIST OF FIGURES

Title Page

Figure 1: Education Quality Continuum 17

Figure 2: Service Year In Teaching 45

Figure 3: The Ratio of Text Books to Students in the School 56

Figure 4: Comprehensive Supervision Schemes at the School 60

Figure 5: CPD Provision in Updating Teachers Capacity 64

LIST OF APPENDICES

Appendix I Questionnaires for Teachers

Appendix II Questionnaires for Students

Appendix III FGD for PTA

Appendix IV Interview for Supervisor and School Principals

Appendix V Interview for Woreda and Zone Education officials

Appendix VI Questionnaires for students in Afan Oromo

ABBREVIATIONS AND ACRONYMS

ABE	Alternative Basic Education
ARM	Annual Review Meeting
BOFED	Bureau of Oromia Finance and Economic Development
CPD	Continuous Professional Development
CRC	Cluster Resource Center
CSA	Central Statistical Agency
DAG	Development Assistant Group
DP	Development Partner
AZEO	Arsi Zone Education Office
EFA	Education for All
EFY	Ethiopian Financial Year
ELQIP	English Language Quality Improvement Program
EMIS	Education Management Information System
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
GoE	Government of Ethiopia
ICT	Information Communications Technology
IEPA	Institute for Educational Planning and Administration
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
MAP	Management and Administration Program
MDG	Millennium Development Goals
MoE	Ministry of Education
NGO	Non Governmental Organization
NLA	National Learning Assessment

OECD	Organization for Economic Co-operation and Development
PTA	Parent Teachers Association
SIDA	Swedish International Development Cooperation Agency
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
TDP	Teacher Development Program
TVET	Technical, Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Program
UNDPDAG	United Nations Development Program Development Assistant Group
UNESCO	United Nations Educational Scientific and Cultural Organizations
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

ABSTRACT

The study aimed at conducting a study on the Achievements and Challenges in Implementing General Education Quality Improvement Program in Arsi Zone of Oromia national regional state. For this, five basic questions were formulated, which emphasized the successfulness of GEQIP, pillars got more emphasis, the appropriateness of indicators used for evaluation of GEQIP, the achievement and challenges in implementing GEQIP. The sources of data were woreda and zone education officials, teachers, students, school principals, supervisors and school PTA members (that run and support GEQIP).Questionnaires, interview and FGD were used to gather both quantitative and qualitative data. A multi-stage sampling strategy was used to select sample schools. 393 students and 123 teachers sample respondents were selected randomly from eight first cycle secondary schools (9-10) and eight second cycle secondary schools (11-12) ;Accordingly, out of the 516 questionnaires, 5 1 4 (99.6%) were filled in and returned. Moreover, additional data were properly gathered through interview, Focus Group Discussion and document review from 8 supervisors, 28 Schools Parent Teachers Association members, 23 Woreda education officials and 16 Principals. Based on the four major components and two supplementary of GEQIP: Curriculum, text book and assessment; School Improvement Program; Teacher Development Program; Management and Administration; ICT and CEE have been investigated and analyzed by different research instruments as much as possible. Data obtained were analyzed and entered into the computer using appropriate statistical package for the social science (SPSS version 21.0) software and manually considering the descriptive nature of the study. The quantitative data were edited, organized and tabulated by using SPSS with frequency , percentage and average. The findings revealed that shortage of qualified teachers; high student dropout; large teacher pupils ratio; large class size; high failure in national examination of grade 10 and 12 ,that is 71% and 44.8 % respectively; Poor functioning of CPD program; poor monitoring , evaluation and feedback giving system for the function of planning and program. Overall the result of this study to achieve the general objectives of the GEQIP recommends that zone and woreda education office with collaboration of stakeholders and other bodies (woreda administrative office. Regional education Bureau, Governmental and nongovernmental organization and community at the large) who are concerned and linking with implementing and functioning for improvement of GEQIP are expected to take in to consideration; to solve shortage of qualified teachers , to manage educational wastage such as high student dropout and failure in national examination for the final success of the GEQIP implementation.

CHAPTER ONE

1.1. Background Of The Study

Education is a vital tool in the development process of any given nation. There has been a widespread belief among educational practitioner that development would lead to accelerated economic growth, more wealth and income distribution, greater equality of opportunity, availability of skilled human power, a decline in population growth, long life, better health outcomes, low crime rates, national unity and political stability. This belief has made many individuals and nations to invest immensely in education (Peter, 2009).

The impact of education quality on development goals commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labor force (UNESCO, 2005).

Different countries used various practice for their education system and bring quality of education .For instance, early American education was primarily private or religious, and it brought mass schooling and literacy to the nation well before the public school system we know today was legislated into existence. Public schooling arose in response to an influx of immigrants who had different religions or cultures. Its primary focus was to establish social order and mainstream vast numbers of immigrant children into a common school setting. To reach for the present position, the American education passed through different stages or eras to bring quality of education. These were permissive era, encouraging era, compulsory era and freedom or school choice era (Andrew, 2000).

In another way, education in Africa began as a tool to prepare the local youth to take their place in their respective societies and not necessarily for life outside of Africa. In some areas, the pre-European colonialism schooling system consisted of groups of older people teaching aspects and rituals that would help them in adulthood. In other areas, education in early African societies included such things as artistic performances, ceremonies, games, festivals, dancing, singing and drawing. Boys and girls were taught separately to help prepare each sex for their adult roles. Every member of the community had a hand in contributing. The high point of the education experience in certain societies in Africa was the ritual passage ceremony from childhood to adulthood (UNESCO, 2013).

Although opinions about quality in education are by no means unified, at the level of international debate and action three principles tend to be broadly shared. These can be summarized as the need for more relevance, for greater equity of access and outcome and for proper observance of individual rights. In much current international thinking, these principles guide and inform educational content and processes and represent more general social goals to which education itself should contribute.

For example education reform and development have been long standing objectives of the Government of Kenya (GoK) since gaining its independence in 1963. Although the causal relationship between schooling and development in Kenya is less extensive compared to more industrialized nations, there is sufficient evidence to conclude that provision of quality education leads to both economic and social development. It is in this regard, that the Kenyan Government has continued to invest heavily in formal education. In the last two decades, for instance, public spending in education in Kenya as a proportion of Gross Domestic Product (GDP) has increased from 5.1% in 1980/1981 to 15% in 2008/2009. Compared to other countries in Sub-Saharan Africa with similar GDP per capital, Kenya spends considerable more funds on education in relation to its total Government expenditure and Gross National Product (GNP) (Peter, 2009).

In order to gain a clear insight into the present status of education and higher education in Ethiopia, it seems sensible to go back for a while and capture highlights in the historical development of the country's education in general.

Ethiopia is well known for its church-related education, which is associated with the Orthodox Church. This traditional church education goes back to the 4th century A.D. at the height of the Aksumite civilization. It remained dominant from 13thc– 16th century giving rise to church literature. The indigenous church education system in particular may be divided into three phases. The three phases seem to parallel the Western-oriented education system. The primary schools, secondary schools, and the higher education in the Western – oriented education are more or less paralleled by what are called 'Qum tsehefet', 'Zema Bet', and "Qine Bet" schools respectively in the Ethiopian indigenous church school system (Habtemariam, 1970).

The Orthodox Church and the Koran educational tradition have had an important place in the socio-cultural history of Ethiopia, with the former, according to Pankhurst, remaining powerful in Ethiopia for over 1000 years. Some of the impacts of the approaches to teaching and learning used in traditional education on contemporary state education are obedience to authority, heavy dependence on rote learning, close relationship between learning and doing, and mastery of what is essentially a stable body of knowledge passed on through generations (Amare, 1967; Fulass, 1974). Especially, the close relationship between learning and doing as commendable legacy of the traditional education has been incorporated in the present Educational and Training Policy of Ethiopia.

Modern education in Ethiopia was introduced before a century. In 1908 the opening of Menelik II School remarked the beginning of modern education. Merely 100 students were selected from dukes and noblemen to enroll in this school. Children of the farmers and poor nations and nationalities did not have the opportunity for education. Despite some improvements of educational aspects in both Menelik II and Haile Selassie I regimes, the excluded had little or no access for education. Education in Derg regime seemed a little bit improved compared to the regime of Haile Selassie I in terms of

access. However, the educational structure was designed totally with the socialist Philosophy and Communist ideology which could not provide quality, equitable and relevant education. And it was unfit to support the promotion of national development and mutual respect among nations, nationalities and people (MoE, 2008).

Low access, poor quality, inequity and irrelevance of content are the main character that identifies Ethiopian education system until the introduction of New Education and Training Policy in 1994 (FDRE,1994).

The Government of Ethiopia has expressed its commitments to the expansion of equitable access to education and improvement of quality and efficiency of education in many educational conferences and events. It has developed an Education and Training Policy and formulated different programs and strategies that aim at achieving national and international education goals to which it is committed too, including Education for All (EFA) goals and the Millennium Development Goals (MDGs). Within the framework of the global context, the government launched the first five years Education Sector Development Program (ESDP) in 1997. This program was part of the twenty – year education sector program. However, when the quality issue is assessed, it looks compromising. Less attention has been given to quality and the education system as a whole is suffering from lack of quality education (MoE, 2008).

In recent years, the MOE has introduced a program which is referred to as General Education Quality Improvement Package (GEQIP) which is designed to improve the quality of general education (grades 1-12). The objectives of the reform are to increase results for boys and girls with respect to measured learning outcomes, primary completion rates, and secondary entrance rates. The program will be implemented over the next eight years in the form of a two-phased General Education Quality Improvement Program (GEQIP). The reform, encompasses four key areas of intervention (i) the Teacher Development Program, (ii) curriculum improvement, (iii) leadership and management, and (iv) the School Improvement Program – and two complementary programs, 'Civics and Ethical Education' and Information Communications Technology (UNICEF, 2010). Regarding the Concept of Quality of Education, as indicated in various

educational documents of UNESCO, education quality is a multidimensional concept, defined differently depending on a country's policy objectives and underlying development philosophies and programs. Quality is the core agenda of education, and what takes place in classrooms and other learning environments is fundamentally important to the future development of children, young people and adults. Quality education is one that addresses basic learning needs, and enriches the lives of learners and their overall experience of living and skill. How to secure quality of education is a central issue in development policy and practices. Concerning access and quality of education, we cannot treat or raise quality without making education accessible to all children. As much as possible both must go simultaneously. Better access to education contributes to societal development and individual benefits.

As the major input of education quality, teachers are widely recognized as a critical factor influencing education quality. Thus teachers professional development is the most determining factor to guarantee education quality, especially in the areas of teachers' beliefs, attitudes and practices, students 'learning (UNESCO 2006).This is particularly important for teachers working in the context of new active-learning paradigms which reject more traditional approaches of teaching and emphasize students 'construction of reality, flexible and dynamic ways to know the objective reality surrounding them. GEQIP is comprehensive, covering most of the critical components of quality improvement, including: a) revision and upgrading of the national curriculum; b) development and provision of new textbooks across all grades and subjects (in local and national languages) based on the new curriculum; c) improved pre-service teacher education; d) strengthened continuing professional development (in-service) for serving teachers; e) capacity development for head teachers to improve school leadership and management; f) training for schools and stakeholders in school improvement planning, g) training for regional and federal ministry officials to improve their planning and budgeting skills; and h) development of national assessment, in particular at post-primary levels (UNDPDAG,2010).

Therefore, the researcher is initiated to assess the implementation of General Education Quality Improvement Program in Arsi administrative zone and identify the achievements and challenges of the program.

1.2 Statement of the Problem

Quality is at the heart of education, and what takes place in classrooms and other learning environments are fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living. Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes (Serbessa, 2006). Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in some countries have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly assessed.

USAID (2009) working paper stated that low-quality education is an endemic problem in most developing countries. International tests of student achievement consistently show that developing countries score at the bottom of the performance scale. In many countries, raising education quality has replaced expanding coverage as the principal challenge facing education sectors. A study by Hanushek titled "The Long Run Importance of School Quality" shows large economic gains associated with improvements in education quality (Cohen, 2004). It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (such as: quality-focused school supervision, internal

school leadership, increased student participation, school-community partnerships) (M0E, 2010).

The provision of education is the concurrent responsibility of federal, regional and woreda governments. The Federal Government plays the dominant role in the provision of post-secondary education, while also setting standards and providing overall policy guidance and monitoring and evaluation for the entire sector. Regional governments are responsible for the oversight of the training of primary school teachers, for providing primary textbooks and for adapting the primary syllabus to local conditions. Woredas are responsible for paying and recruiting primary and secondary teachers, and for supervision and training of primary and secondary teachers.

The Government adopted the national Education and Training Policy in 1994 and within the framework of the ETP launched the first five years Education Sector Development Program (ESDP) in 1997 as part of a twenty-year education sector Plan. The main objective of the ESDP was to improve both access and educational quality of primary education, with a special emphasis on rural areas and girls' education, and to achieve basic universal education by 2015 (MoE, 2008).

Increasing access to and quality of education has been one of the priorities of the GoE in the last five years and impressive progress has been made, however this was from a very low baseline, Achievements in access have not been accompanied by adequate improvements in quality. In some areas, quality has deteriorated at least partly as a result of rapid expansion. The 2012 National Learning Assessment (NLA) in grades 4 and 8 show that student achievement is below the required levels. Achievement in grade 4 shows a reduction from the 2007 baseline learning assessment (41 percent to 40. percent) and achievement in grade 8 has also deteriorated (40 percent to 35 percent). Key factors identified in the 2012 NLA relating to low student learning outcomes include school organization and management; teacher training on new techniques; school supplies; availability of curricular and instructional materials, and language of instruction. However, completion rates at both grades 5 and 8 (used as a proxy indicator for quality)

have improved over the past three years from 67 percent to 74 percent in grade 5 and from 45 percent to 52 percent in grade 8 (EMIS, 2001, 2012).

The challenge of quality is closely linked to the challenge of completion. While access to primary education has increased, many children still do not complete the first cycle of primary and repetition and drop-out rates remain high throughout the whole cycle. One issue which needs more attention than in previous years is the low quality of school infrastructure, due to a strong reliance on low cost constructions (mainly through community support). This may be one of the factors that explain the low completion rates and the low achievement. More attention will be given to the quality of facilities under ESDP IV. In addition to the National Leaning Assessments being carried out every three years at grades 4, 8, 10 and 12, Ethiopia will join regional/international learning assessment organizations to determine the status of quality of education as compared to other countries to ensure international competitiveness (MoE, 2010).

Despite the remarkable achievements in expanding access to schooling, especially for girls, some real challenges remain. The quality of education has not kept pace with the expansion, and in some cases has deteriorated. The Ethiopian General Education Quality Improvement Programme (GEQIP) has been starting implementation in 2009 to address the problem of low quality of education at national scale and with harmonised donor support. It seeks to increase the investment in key inputs to the system, such as textbooks, teacher development and school improvement. GEQIP is now at the end of the six year of the first phase. Therefore, this study attempts to fill the gap particularly in the study area by answering the following basic research questions:

I. What is the present status of GEQIP in relation to its implementation in the sample zone?
II. Which pillars of the GEQIP are given more emphasis during implementation?
III. What are the achievements of GEQIP in the study zone?
IV. What are the challenges of GEQIP in the study zone?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study was to assess the status of GEQIP in relation to its implementations and to identify its achievements and challenges in implementing the program or package, in Arsi Zone.

1.3.2. The Specific Objectives of the Study

1. To assess the present status of GEQIP implementation in Arsi Zone.
2. To assess the emphasis given for the pillars of GEQIP implementation.
3. To identify achievements gained in implementing of GEQIP in the study area.
4. To identify challenges faced in implementation of GEQIP in the study area.

1.4 Significance of the Study

The finding of this study may provide first hand information to government and non government organizations about the status of GEQIP, existing gaps, and their major constraints which prevent them to implement the program efficiently and effectively. The findings will be helpful especially for Arsi zone education office in planning and decision making concerning GEQIP in the future. The study also serves as a source for further study.

1.5 Scope of Study

Though there are many zones in Oromia, the study was delimited to Arsi zone due to geographical feasibility. In Arsi administrative zone, 24 Woredas and one town administration education offices exist. The zone has 70 first cycle (9-10) secondary schools and 21 second cycle (11-12) secondary schools. Due to the geographical set up, infrastructure constraints, financial scarcity as well as insufficient time to conduct the

research at all secondary schools in a zone; the research was delimited to seven Woredas with fourteen schools and two schools in the town administration. The researcher also intended to study the emphasis given for each pillars, the appropriateness of indicators, achievements and challenges in implementing GEQIP from the year 2012-2014 or 2004-2007 EC.

1.6. Operational Definition Of Key Terms

Achievement: success in implementing GEQIP.

Challenges: difficulties to implement GEQIP.

Continuous Professional Development (CPD): is concerned to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. (MoE, 2008)

Secondary school; It is a school of four years durations consisting of two years general secondary education (grade 9-10) and two years of preparatory education (grade11-12)

Zone: It is an intermediate level of administration between region and Woreda to manage the administrative purposes which is found in the Oromia regional state.

1.7 Organization of the Study

This study contains five chapters. The first chapter provides the general introduction part which states all about the study. In addition to this, the statement of the problem, the research objective, research question and significance of the study, scope of the study and organization of the study were discussed. The second chapter presents review of related literature. The third chapter presents research design and methodology including the source of data, the study population, sample size and sampling technique, instrument of data collection and methods of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The fifth chapter presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concept of Education and Education Quality

2.1 Education

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (FDRE 1994). One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual Understanding and cooperation among people. Education does not operate in isolation, and rather it has to be integrated with research, practice and development to contribute towards an all rounded development of society (UN, 2012).

Education is the basic building block of every society. It is a fundamental human right, not a privilege of the few. In our knowledge-based world, education is the single best investment countries can make towards building prosperous, healthy and equitable societies. It unleashes the optimal potential in people, improving individual livelihoods and those of future generations. By expanding educational opportunities, we can open the door to more equitable, dynamic and resilient patterns of globalization. It will be difficult to achieve sustainable development or lasting peace without the knowledge, skills and values cultivated through education. Indeed, education is the critical thread tying together all our hopes for the achievement of the Millennium Development Goals (UN, 2012). Education is also one of the basic human rights. Hence, any nation committed to economic growth and fair treatment of its citizens has to organize and provide an efficient educational system (Ayalew, 2009). However ,Inadequate facilities, insufficient training

of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided(FDRE, 1994).

2.2 Education Quality

Despite a growing consensus about the importance of quality, there is much less agreement on what the concept means in practice. Quality in education is relative and not easy to define and measure. Many educators agree that an adequate definition of quality of education must be related to students' achievement (output) as its basis. They also include in the definition, the nature of the educational experiences that assist the students to produce those outcomes. In the context of schooling, the concept of quality is linked to how efficiently learning takes place. This is believed to be strongly determined by the teaching and learning style taking place at the classroom level, teachers' subject knowledge and pedagogical skills, the availability of textbooks and other learning materials including the time spent by pupils actually learning their lessons (UNESCO 1993).

More importantly, notions of quality change over time and are tied to societal values. Another important point that has been raised relates to the relative paucity of meaningful data that could provide indicators of quality. For many people, casual and expert observers, political authorities, parents and communities, teachers and education administrators, "education quality" is defined by national examinations. In their role of measuring quality, they actually specify what it is that they want.

The logic of such an orientation is quite straightforward. Education systems set objectives and those objectives are then operating in the curriculum and teachers' guides. The mastery of the curriculum is measured by national examinations. Hence the best indicator of high quality education is a high score on the national examinations. When students perform well on national examinations, then it is reasonable to conclude that they have had a high quality education (Sifuna, D.N. and Sawamura, N., 2010). In this regard, when families see that the poor quality of schooling will not provide their children with the skills or diplomas they are sent to acquire, they stop sending their children to school.

However, the focus on examination results especially in developing countries can be detrimental to the quality of teaching and learning as teachers tend to rely on rote teaching and learning to prepare children for the tests (O'Sullivan, 2006).

Many studies continue to show that efforts to engage with quality are fraught with difficulties, not least of which a consideration of what quality is. Equally problematic are efforts to effectively achieve, improve and measure quality. Consequently, as much as written about quality, literature can be quite confusing as numerous and conflicting definitions of quality are presented, depending on how the term is conceptualized. The normative nature of the concept provides some explanation for this particular situation. As Motola (2001) points out "debates in the international literature faces the difficulty in finding a definition of quality that would apply to all situations." There are for example, educators whose conceptualization of quality is grounded in a competency approach, where quality is the effectiveness of the degree to which objectives are met or described levels of competence are achieved (Adams and Standfort, 1992 cited in Sifuna, D.N. and Sawamura, N., 2010).

There are also some educators who argue that the concept of quality is elusive because its content depends upon how we choose to define our preferred outcomes of schooling. It is however, noted that common to all education systems is the objective of improving the cognitive achievement of pupils. Furthermore, all nations also wish to help create, through education, better citizens, namely; people who can support and help strengthen the values that the particular society holds dear. The former objective is universal in form and content. The latter objective is not, which means that cross-national comparison of the quality of education is only partly possible.

Such an endeavor has historically focused upon comparing the performance of school leavers in national or international tests of cognitive achievement. By implication those school systems with leavers who consistently score highly on such tests are taken to be of a higher quality than those having leavers who typically do less well. There are for example factors which are ignored in the selection, such as whether the socioeconomic

background of students in different schools is similar or the income levels of the localities chosen are comparable. These and related factors have considerable influence in cognitive outcome differences which are attributed to school-level variables (Colclough, 2005).

In addition, there are educators who define quality within a contextual setting. A contextual definition/conceptualization of quality education can address the problems associated with the normative nature of the concept. In this regard, quality is grounded in the cultural traditions, social relations and economic and political life of the people. Quality education, in this context is unique to each nation and culture. A notable Minister of Higher Education, Training and Employment Creation in Namibia is quoted to have aptly described that the notion of "quality and standards should be measured in relation to the context and environment in which education is located" (O'Sullivan, 2006).

The literature on the definition of education quality is quite massive and holds different and contradictory positions, which is not possible to summarize it here. What seems however, clear is that while it has become increasingly popular in the discourse of education, especially in the less industrialized countries, there is little consensus on what it means and a universal valid way of measuring it. As already discussed, there are scholars who have described the quality of education in terms of the extent to which, and the manner in which aims and functions of education are achieved. Aims are the anticipated effects of learning and functions refer to what schools are expected to accomplish. The notion of quality is therefore relative. It changes over time and differs geographically due to variations of aims, functions and the means to realize them. In this regard, the quality of education is linked to People and how they perceive education (Rissom, 1992 cited in Sifuna, D.N. and Sawamura, N., 2010).

As a multi-faceted concept, most definitions highlight the different elements of the basic input-process-output model that commonly underpins education research and policy analysis (UNESCO, 2002). Here quality is associated with the view that efficiency in the school system refers to a ratio between inputs and outputs. In this regard, a more efficient

system obtains more output for a given set of resource inputs, or achieves comparable levels of output for fewer inputs, other things being equal. The output of education refers to that portion of student growth or development that can be reasonably attributed to specific educational experiences. Each of these aspects is in turn made up of a number of variable elements. In the analysis of indicators of educational quality, there are a number of internationally recognized indicators of quality that are highlighted in the substantial body of literature which attempts to determine the appropriate school quality inputs required to boost student achievement.

It is generally perceived that school improvement focused on input and process quality measures, especially on the learning end which is likely in principle to have the effect of improving output quality, namely; student achievement since students are able to better master the curricular content that is mandated for each grade (Sifuna, D.N. and Sawamura, N.,2010). The World Bank tends to equate quality with efficiency in attaining school outputs. It utilizes school achievement (cognitive achievement of pupils or efficiency of output compared to inputs to measure quality. Its position on the strong relationship between students' cognitive achievement and the provision of inputs features highly in its sponsored study by Lockheed and Verspoor, Improving Primary Education in Developing Countries, in which it is stressed that "the achieving of the correct mix of inputs will bring about the desired outputs" (Lockheed and Verspoor, 1991). It identified five major in-school areas for improving the quality of education. These included: improving curriculum, increasing learning materials; increasing instructional time; improving teaching; and increasing the capacity of students. In general terms research on inputs has focused on materials such as textbooks, desks, and blackboards as well as teachers and students.

The output includes proxies of achievement (promotion and completion rates) as well as measures of actual achievement which include the kinds and quantity of facts and skills learned. The output characteristics of quality education is therefore the quality of student achievement and it is the amount and degree or perfection of learning according to the various levels of intellectual achievement, from recall to application and creative

innovation. A minimum level of quality is a fully functional literacy and a good mastery of basic mathematical operations including the capacity to apply them to simple everyday problems (Bergmann, 1996). In the World Bank's study on Education in Sub-Saharan Africa, it is noted that when an attempt is made to measure output as a direct indicator of quality, the most common approach is to concentrate on the scores of cognitive achievement. It is emphasized that such an approach makes sense to the extent that enhancing cognitive achievement is prominent among educational goals and contributes centrally to a student's ultimate productivity.

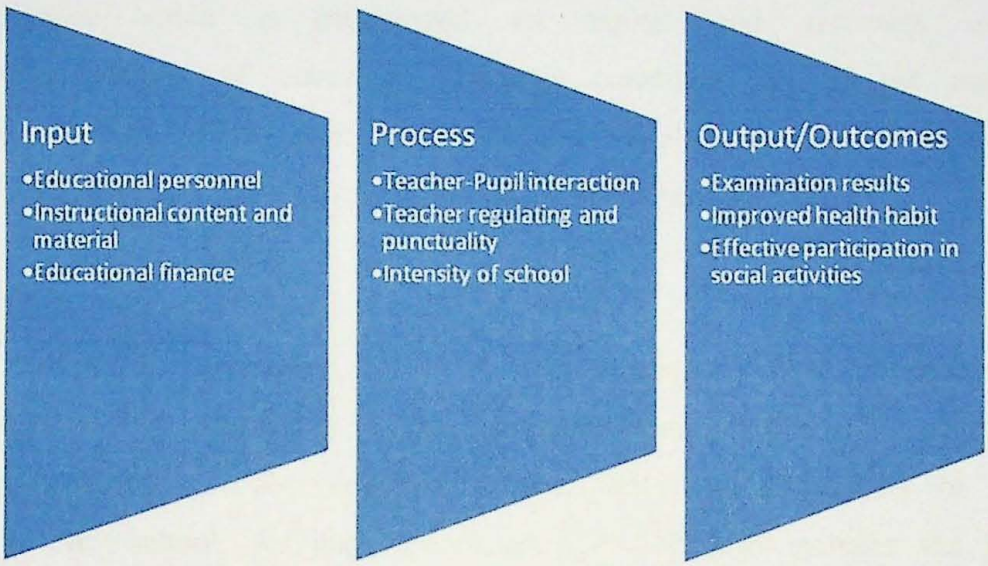
The process emphasis is placed upon the experience and the complex processes that interact in the daily delivery of education. The extent to which inputs can improve quality is directly related to the extent to which teachers effectively use them to improve the teaching and learning process. The process quality is therefore, the quality of the teacher-pupil interaction in the teaching-learning process. It means the use of teaching approaches suited to the given situation such that pupils' opportunities to learn are optimized. Normally, if classroom conditions permit, it means pupil-centered methods of instruction, a full mastery of the lesson content by the teacher, a calm and 'orderly' learning environment, and availability of the basic materials needed for pupil activities and exercises. It also means error-free and relevant teaching content as well as the absence of fear among pupils. The quality of the teaching and learning process depends on the quality of the curriculum, of its contents, methods and manner of implementation. The quality of curriculum implementation depends in turn on the teaching and learning materials, the working conditions, and the pedagogical skills of the teachers, the total instructional time, and on the importance assigned to quality by the key stakeholders. These factors depend, to a large extent on the control exercised by the school and the parents themselves (Bergmann, 1996).

2.3 Indicators of Education Quality

The literature so far suggests that quality is both a quantitative and a qualitative issue. Its indicators should therefore convey notions of quantity and quality. Van den (Berghe 1997, cited in IEPA, 2005) defines quality indicators of education as performance

indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate. It may also be understood in terms of a figure that describes quality characteristic or the achievement of quality objectives. In matters of indicators therefore, concepts such as efficiency, relevance, importance and adequacy cannot be ignored. In his presentation at the Equal National Consultative Workshop, Ankomah (2005) provides a continuum of three processes necessary for identifying indicators in educational quality:

Fig 1: Educational Quality Continuum



Source: IEPA (2005)

2.3.1 Inputs

The nature and quality of these inputs significantly determine the outcome of educational provision.

Educational Personnel: These include teachers and the non-teaching staff. But teachers are the principal factor in educational provision and thus affect quality of education in a significant way. Attributes of concern include number of teachers available, pupils-teacher ratios, and the personal characteristics of the individual teachers. These personal characteristics include academic qualification pedagogical training, content knowledge, ability or aptitude, years of service/experience.

Instructional Content and Materials: The content of education is conical in determining learning outcomes. The type of relevance and the volume are important. The

materials that support teaching and learning are showing quality and quantity impact significantly on the quality of education.

Educational Facilities: These are about school space and equipment including classroom and other buildings, challenging boards, pupil and teacher furniture (tables and chairs), places of convenience water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider.

Educational Finance: An important input that comes along all the other inputs is finance which is categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute are of the major capital expenditure of education. While salaries of teachers are particularly represent the most important aspect of recurrent education expenditure.

2.3.2. Process

The process component of the equality continuum relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation which has to do with length of the school day and term, how many days are effectively available for school work in a term etc.

2.3.3. Output/Outcomes

The output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided. When, for instance, people talk of fallen standards in education, they are basing their assertion principally on some poor examination results. But quality of the education service is also indexed by such non- measurable outcomes as improved health habits effective participation in social and political activities, etc (IEPA, 2005).

2.4 Countries Experiences in Improving Quality Education

2.4.1 Honduras

The Honduras Poverty Assessment consistently suggests that low levels of growth and persistent poverty in Honduras are linked to low levels of human capital formation (World Bank 2006). The Honduran education system faces the common problems of general service provision, including lack of affordable access, poor administration, low technical quality, low teacher accountability and stagnant productivity. To improve the delivery of educational services, Honduras will need to encourage initiatives aimed at generating a new market-oriented environment. Valuable lessons can be learned from recent experiences within the Honduran education sector, such as PROHECO– a community based education program financed by the World Bank (WB). The education sector can build upon the foundation laid by PROHECO, a community-based education program financed by the World Bank (WB) and other countries' experiences to foster a more productive educational system driven by demand.

By tackling the aforementioned quality-hindering issues through the decentralization of the education system, implementing a community performance management mechanism (performance-based bonuses) and introducing vouchers for lower income students, the Honduran education sector would create a new competitive market-oriented environment for the provision of education leading to increased quality in the delivery of education. It is important that the Honduran government focuses in providing necessary tools and information to increase access to, and use of, available services in education with increased quality as a priority. To influence the quality of educational services, the Honduran government should be more proactive by supporting efforts to generate accountability and "bottom up" citizen engagement (Pavon.F.Y, No year).

2.4.2 Singapore

When Singapore became independent in 1965, it was a poor, small (about 700 km2), tropical island with few natural resources, little fresh water, rapid population growth, substandard housing and recurring conflict among the ethnic and religious groups that

made up its population. At that time there was no compulsory education and only a small number of high school and college graduates and skilled workers. Today, Singapore is a gleaming global hub of trade, finance and transportation. Its transformation "from third world to first" in one generation is one of Asia's great success stories (Yew, 2000 cited in OECD, 2010). All children in Singapore receive a minimum of 10 years of education in one of the country's 360 schools. Singapore's students were among the top in the world in mathematics and science on the Trends in International Math and Science Study, in 1995, 1999, 2003 and 2007. They came fourth in literacy in the 2006 Progress in International Reading Literacy Study. The current system did not emerge perfectly-formed, but has developed in three broad phases as it was adapted to changing circumstances and ideas:

Survival-driven phase: 1959 to 1978: The focus of this "survival" period was on expanding basic education as quickly as possible. Schools were built rapidly. Teachers were recruited on a large scale. The schools that had been established by different ethnic groups were merged into a single Singaporean education system. A bilingual policy was introduced so that all children would be learnt both their own language and English. A textbook agency was created to provide textbooks. The expansion was so rapid that universal primary education was attained in 1965 and universal lower secondary by the early 1970s. By the end of the "survival-driven phase", Singapore had created a national system of public education. However, the quality of education was not very high.

Efficiency-driven phase: 1979 to 1996: During this phase of education, the focus shifted. The government's economic strategy was to move Singapore from a third-league, labor-intensive economy to a second-league, capital and skill-intensive country.

Ability-based, aspiration-driven phase: 1997 to the present day: The efficiency-driven education system had yielded clear results. But, as became clear during the Asian financial crisis of 1997, the world economy was shifting to a global knowledge economy. The competitive framework of nations was being redefined and national progress would increasingly be determined by the discovery and application of new and marketable

ideas. The growth of the global knowledge economy required a paradigm shift in Singapore's education system towards a focus on innovation, creativity and research.

Singapore has developed a high-quality system in terms of educational retention, quality and efficiency. From Singapore's beginning, education has been seen as central to building both the economy and the nation. The objective was to serve as the engine of human capital to drive economic growth. The ability of the government to successfully match supply with demand of education and skills is a major source of Singapore's competitive advantage. Other elements in its success include a clear vision and belief in the centrality of education for students and the nation; persistent political leadership and alignment between policy and practice; a focus on building teacher and leadership capacity to deliver reforms at the school level; ambitious standards and assessments; and a culture of continuous improvement and future orientation that benchmarks educational practices against the best in the world (OECD, 2010).

2.4.3. Chile

In 1990, the Ministry of Education in Chile undertook a program to improve the quality of primary schools in disadvantaged areas of the country. The program had at least four significant components. First, it provided for the improvement of learning environments, including improvement of infrastructure and provision of classroom libraries and learning materials. Second, it addressed the critical process element of teacher and supervisor training through weekly workshops in school with teachers from grades one through four. This training centered was improving teaching methods for basic skills and working more effectively with the local culture of the communities. During training, teachers worked in groups to discuss teaching practices and challenges, i.e., they engaged in cooperative learning that drew on authentic and relevant experiences and needs.

In this way, the training program modeled quality instructional practices and facilitated change in teachers' knowledge, skills and attitudes. Third, the program offered focused assistance for lower-achieving students. This special attention was provided through workshops delivered by young community members who had been trained as part of the

project. This format succeeded in strengthening learning and improving self-esteem and social competence. Finally, new textbooks were developed and provided to schools, along with manuals for teachers and supervisors. Teachers received training on the new materials as part of their weekly workshops. Program evaluations found significantly improved achievement among participating schools as compared to their prior performance and the performance of schools outside of the program. These results indicate that focusing on key quality dimensions within a learning system can have an important effect on the students' skills and, as a result, their life chances. (SIDA , 2000).

2.4.4. Kenya

The provision of education and training to all Kenyans is fundamental to Governments overall development strategy. Kenya's human resource is central to the country attaining its goal of industrial development and technological advancement. Universal access to basic education and training ensures equity for all children to enroll in schools including the disadvantaged and vulnerable groups. Education is also key in the protection of democratic institutions and human rights through well informed citizens. The Government has thus introduced major reforms and innovations in all sectors including education with a view to addressing these broad National goals (UNESCO, 2004).

REFORMS INTRODUCED IN THE SECTOR

Since January 2003, when the new government came to power, major reforms to revamp the education sector are being implemented. The reforms cut across the major sub-sectors in education, that is, early childhood education, primary education (both formal and non formal) secondary education, TIVET and Tertiary education. The government is currently developing a seasonal paper which will provide a legal framework for the ongoing sect-oral reforms. The seasonal paper will guide education for the next 20 years and will provide policy guidelines that will ensure every Kenyan the right to education and training no matter his or her socio economic status.

The Government recognizes the need to create opportunities for post primary school graduates and children and youth who for one reason or another do not complete primary or secondary school or do not transit to higher levels of learning. Their education is terminal and yet they have not acquired meaningful skills for self-employment and have not attained the internationally acceptable age of 18 to qualify for employment.

ACHIEVEMENT IN EDUCATION AND LESSONS LEARNT

Access to education over the past decades, the number of students enrolled at various levels of education has substantially increased. There has also been rapid enrolment at the Early childhood, Development and Education .The population of people with disabilities in Kenya is estimated at 10 percent of the total population .About 25 percent of these are children of school- going age. At the tertiary level, the enrolment level is low. There is need to enhance mobilization and awareness programmes to eradicate taboos and beliefs associated with disabilities, develop and implement a flexible curriculum that is child-centered and make special education an all- inclusive education of children with disabilities into regular schools.

Equity in Education

Kenya is faced with regional and gender disparities in education especially at the primary school level. The disparities differ from region to region with the lowest recorded at North Eastern province with a GER of 29.3% for Girls compared to Western province with the highest GER of 112.2% North Eastern Province is mainly inhabited by pastoral communities who live a nomadic way of life making it difficult for children to attend school consistently. Some of the reasons for the disparities are attributed to high poverty levels, insecurity, and persistent droughts, cultural and religious beliefs that control social behavior.

Quality and Relevance of Education

Government's policy priority is in ensuring that quality is at the core of all education programmers. To achieve this the Government has a well trained teaching force that

numbers about 240,000.The teachers serve in 18,000 public primary schools and 4,000 post primary institutions. Measures have been put in place to support the professional growth of teachers and improve on their academic and pedagogical skills.

To ensure that curriculum is responsive to the needs of learners and the society, the curriculum is renewed continuously as and when the need arises. From January 2003 a new curriculum whose aim is to reduce the workload for both teachers and pupils was implemented. The curriculum reduced the numbers of examinable subjects from 5—7 at primary schools and 10 to 8 at secondary school level.

CHALLENGES FACING THE SECTOR

The 1999 population census estimated illiterate adults in Kenya at 4.2 million. Illiteracy manifests itself more among the poor particularly woman who constitute 61 percent of the total illiterate population. Regional disparities also exist in literacy levels among adults with women in the coast province showing literacy levels as low as 37.7 percent. Additionally, enrolment in adult literacy programme has been characterized by declining rates. In 1979 when the national literacy programme was launched, the total enrolment was 415,074. Twenty years later, the total enrolment had dropped to 101,261. The enrolment in 2001 was even lower, at 93,052. Every effort requires to be made to reduce the number of illiterate Kenyans.

QUALITY EDUCATION AND COMPETENCIES FOR LIFE

In Kenya, primary education is offered to children of between ages 6 and 13, Only 47% of those who complete primary education proceed to the 4 years secondary education, Twelve percent of this group proceed for further education in public universities, Others join middle level colleges to train for various profession at certificate and diploma levels. For many the level is terminal.

At the primary level curriculum, subjects which are skill based are being taught although the curriculum itself has been reduced to focus on core subjects. However, computer studies are part of the secondary school curriculum. To mitigate the effects of HIV/ AIDS

on the youth, HIV/AIDS has been infused in various subjects at both primary and secondary levels as education is perceived to hold the most effective strategy in prevention and control of HIV/AIDS.

Therefore, the real challenge that we face in equipping the youth with life skills and in providing flexible learning opportunities is in developing a curriculum at secondary school level which is academic as well as skills oriented so that the school leaver is ready for life with or without further education and training while ensuring that global standards are maintained.

EDUCATION AND GENDER EQUALITY

Kenya is committed to achieving gender parity by 2005 as articulated in National policies and plans, Nationally Kenya has achieved gender parity in participation at the primary school level with a GER of 105.8 for boys and 103.7 for girls (2004) . However, this hides regional disparities where the participation of girls is a low as 15.7%, compared to 29,.3% for boys in one region, The challenge therefore for girls education in Kenya is to increase access for girls and ascertain that once girls enroll, the school provides a good quality education within an environment where girls are able to compete and acquire basic intellectual empowerment and practical skills, perform well and complete the cycle with a level of achievement that enables them to advance to higher levels of education and training.

EDUCATION AND SOCIAL INCLUSION

Kenya puts great emphasis on quality education objective of imparting relevant knowledge, attitudes, skills and habits to its youth so as to achieve social inclusion, However, achieving social inclusion faces many challenges which include inadequate financial resources, culture, inappropriate curriculum, cost of education, policies set up for inclusion, inadequate teachers, inadequate teaching/Learning materials, worn out and obsolete equipment.

QUALITY AND THE ROLE OF THE TEACHER

Quality education assures sustainable acquisition of knowledge, be it intellectual of practical capable of developing the individual and contributes to national and global development. The process of providing quality education begins with proper planning for financial, human and physical resources and curriculum .This involves all stakeholders and it is incorporated in the teaching. Learning process, Kenya has a trained teaching force of 240,000 serving in 18,000 public primary schools and 4,000 post primary institutions. These are Form IV graduates who hold primary teacher2, primary teacher 1 and diploma teacher certificates after two to three years of pre- service training and degree holders with the majority teaching at secondary and post secondary institutions.

The Government recognizes that the role of a teacher is not only in imparting knowledge but helping students learn how to learn as agents of life transformation. As managers, head teachers ensure efficiency in performance and proper utilization of teachers under them, effective management and implementation of curriculum and prudent use of resource. Head teachers must embrace a results oriented management to achieve the desired education goals and targets.

The ministry of Education Science and Technology and the Teachers service Commission have a pivotal and complementary role in teacher management which is geared towards providing quality education.

The Ministry of Education science and Technology due to inadequate resources has not put in place a comprehensive teacher in servicing programme to prepare teachers to cope with the changes and emerging challenges in teaching. Promotion of teachers is also based on classroom teaching but is not matched with additional academic advancement.

The teacher is therefore expected to be deeply funded in academics, pedagogy and other related areas such as law and information technology. It is inevitable that the teaching career will be professionalized to enable the teacher to face the challenges of the next millennium with confidence of teaching. If teaching is professionalized the teacher will

be efficient and effective in the delivery of educational services to the child to enable him /her to develop cognitive, psychomotor and affective skills for lifelong learning.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

An economic growth rate of 6.6 percent is desirable in order to achieve the poverty reduction target of 50 percent by 2015. However, the economy is projected to grow at about 4 percent over the current development plan period of 2003- 2008.

The Government recognizes the strategic importance of raising the overall education level of Kenyans within the context of poverty reduction and economic growth. Education is not only a welfare indicator, it is also a key determinant of earnings and, therefore, an important exit route from poverty, As a result, increased investment in human capital including health and education is identified as one of the four pillars of the Government's overall economic recovery strategy.

Notwithstanding the challenges the sector is facing, the Ministry of Education will take advantage of the positive changes the country is undergoing to improve access, equity, quality, relevance and better managed service delivery to the learner. This will reduce poverty, achieve desired economic growth, create more employment and guarantee sustainable development for the Kenyan people now and in the future (UNESCO, 2004).

2.5 The Ethiopian General Education Quality Improvement Program and its Components

The Government's current vision for education development is described in different country strategies, with the ESDP III serving as the overarching framework, giving high priority to quality improvement at all levels. Within the framework of the ESDP III, the MOE has developed a General Education Quality Improvement Package (GEQIP). The proposed Program will support the implementation of the first four of the six components of the GEQIP, namely, (i) Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP); (ii) Curriculum, Textbooks and Assessment including inspection; (iii) Management and Administration Program (MAP)

with an EMIS subcomponent; and (iv) School Improvement Program (SIP) with a School Grant sub-component. The overall purpose of the GEQIP is to improve the quality of general education throughout the country. General education quality improvement and the specific program elements of GEQIP are ongoing priorities and mainstream activities of the education sector. Within this context the support for GEQIP will be implemented through an initial four year phase (EFY 2001-4) followed by a second phase four year phase (EFY 2005-08). The first phase Project consists of the following components: (i) Curriculum, Textbooks and Assessment and Inspection; (ii) Teacher Development Program (TDP), including English Language Quality Improvement Program (ELQIP); (iii) School Improvement Program (SIP), including school grants; (iv) Management and Administration Program (MAP), including EMIS; and (v) Program Coordination, including monitoring and evaluation activities.

2.5.1 Component 1: Curriculum, Textbooks and Assessment

The main objectives of this component are to: (a) implement a new school curriculum; (b) provide textbooks and teacher guides developed for the new curriculum; and (c) align student assessment and examinations with the new curriculum and reform the inspection system. The component has the following activities:

1. Curriculum Reform and Implementation: This activity serves to support reform of the Grade 1-12 curriculum to improve its relevance and quality. This will include the following activities: (i) orientation programs about the new curriculum; (ii) development of a new strategy for teaching science and mathematics; (iii) alignment of the curriculum for the Alternative Basic Education (ABE) with the new revised general education curriculum; and (iv) monitoring and evaluation of the implementation of the new curriculum.

2. Teaching and Learning Materials: This activity will acquire and supply teaching and learning materials for all students, Grades 1-12. In the context of available resources and capacity, priority is given to the development and provision of textbooks and teacher guides for Grades 9-12 mathematics, biology, chemistry, and physics which national and

international publishers can readily adapt; provision of Grades 9-12 textbooks and teachers guides in the other subjects; and provision of textbooks and teachers guides for Grades 1-8. Where the required quantities are small, and with books for certain languages of instruction, the resources will be delivered to MOE-designated woredas.

3. Assessment and Examinations: Under the first phase of GEQIP, this activity will focus on detailed review and analyses to develop strategies for implementation during the second phase. The analytical includes identifying measures to strengthen the capacity of the MOE General Education Quality Assurance and Examination Agency (GEQAEA), including the Inspectorate Department, to ensure that national examinations and assessments are aligned with the newly developed curriculum. The project may support the expansion of the NLA to include Grades 10 and 12.

2.5.2 Component 2: Teacher Development Program (TDP)

Through the implementation of teacher educator, and in-service and pre-service teacher development programs, this component supports the MOE's efforts to increase the supply of effective teacher educators and teachers in primary and secondary schools. The MOE has some implementation experience under the Teacher Development Program (TDP1), which was also financed through a pooled funding arrangement by a consortium of bilateral development partners, similar to GEQIP. TDP1 closed in June 2008. Under GEQIP, the MOE plans to continue to support teacher development activities, including improved targeting of access to primary teaching, enhanced practical teaching experience during teacher training, expanded in-service professional development opportunities and training in ABE.

1. Pre-Service Teacher Education Quality Improvement: GEQIP provides support to enhance the pre-service teacher training program for regular and ABE programs. The teacher training program focuses on six elements: (i) improved selection of entrants to teacher training; (ii) provision of teaching materials in the TEIs; (iii) enhanced practicum for teacher candidates; (iv) in service pedagogical training for teacher educators; (v)

enhanced English language supports in the TEIs; and (vi) provision of a training program for ABE facilitators.

2. In-Service Teacher Education Quality Improvement: The in-service teacher training activity includes revision of the following program areas: (i) enhancing the provision of continuing professional development at schools; (ii) providing English language training for teachers of English and teachers using English as a medium of instruction; (iii) developing a teacher career structure and licensing system which recognizes professional development and behavior; and (iv) upgrading primary teachers with a certificate qualification to diploma level. The MOE Department of Education Programs and Teacher Education will take the main responsibility for management and implementation of this subcomponent.

2.5.3 Component 3: School Improvement Program (SIP)

To (i) improve the capacity of schools to prioritize needs and develop a school improvement plan; (ii) enhance school and community participation in resource utilization decisions and resource generation; (iii) improve the government's capacity to deliver specified amounts of schools grants at the woreda level; and (iv) improve the learning environment by providing sufficient resources to schools, the MOE is implementing a large school improvement program (SIP). To do this, two distinct activities will be implemented.

1. School Improvement Program: This activity builds on a pilot program that included developing a School Self-Assessment Form (SAF) for schools, through which schools identified problem areas, developed priorities based on identified problems and ultimately developed a SIP to address the prioritized needs. This activity will revise the SAF and SIP templates to ensure that the instruments are appropriate, user-friendly for schools, and result in prioritized operational plans. Capacity building at the woreda and school levels will also be delivered through the Management and Administration Program (MAP) described below to ensure that the SAF and SIP processes are properly implemented. An ongoing monitoring process through the School Grants Utilization

Survey, to be conducted every two years, will ensure that the instruments and training materials are updated regularly to ensure appropriateness and effectiveness.

2. School Grants: The project will support the implementation efforts at the federal, regional and woreda levels, particularly with respect to establishing an effective system to monitor the flow of funds. The MOE has determined that the key issue facing the provision of school grants in Ethiopia is not related to difficulties in disbursement, financial management or accountability. Instead it is the acute constraints on woreda budgets which results in a much lower overall level of disbursement across the country than prescribed. The school grants component under GEQIP has been designed to address this constraint through the provision of a minimum amount of funds based on enrollment rates to all schools and ABE Centers. The grant will be used to finance elements of the school improvement plan. To assist with implementation of the school grants sub-component, School Grants Guidelines have been developed. These Guidelines provide guidance on all aspects of implementation at federal, regional, woreda and school/community levels and are cross referenced with the SIP guidelines. The School Grant Guidelines are consistent with government's financing guidelines, but will be implemented as a stand-alone document to ensure that key responsibilities and outputs are conveyed and understood at different levels.

2.5.4 Component 4: Management and Administration Program (MAP)

This component supports the Government's initiatives to strengthen the planning, management, and monitoring capacity of regions and woredas to implement system-wide primary and secondary education programs effectively and efficiently. This component has the following objectives: (i) improve the effectiveness and efficiency of education planning, management, resource allocation and utilization through human capacity development; and strengthen the linkages between the woreda, regional and federal levels; (ii) design and implement a transparent, low-cost and productive system of management and administration and (iii) strengthen the Education Management Information System including improved collection and use of system data for planning, management, evaluation and policy making. During the first phase of the GEQIP, this

component will support capacity development for: (i) education sector planning and management; (ii) school planning and management; and (iii) EMIS at all levels. During the first year, the predominant activity is a detailed analytical and design work (MAP Capacity Development Design Study), followed by a more comprehensive implementation program from the second year.

1. **Capacity Development for Education Sector Planning and Management:** A key priority for this activity is to build capacity for regional and woreda level strategic planning and budget analysis, and to strengthen systems for resource allocation and transfer. Gender budgeting in education has been identified as a particular planning priority. The MAP Capacity Development Design Study will be located under this priority program and upon its completion; recommended activities will be rolled out.

2. **Capacity Development for School Planning and Management**: The objective of this activity is on strengthening participatory school planning, management and monitoring for the purpose of greater effectiveness, efficiency, and accountability in school performance, and improved teaching and learning. An essential aspect of improving quality will be to improve performance through strengthening planning and management capacity at the school. This activity has two major elements (i) School Improvement Program (SIP) training and (ii) the Leadership and Management Program (LAMP), which was started under TDP1. This subcomponent will be closely coordinated with the School Improvement Program (SIP), including application of the specific planning and assessment tools to be developed under SIP.

3. **Education Management Information Systems (EMIS):**

This activity will support MOE and regional education bureaus to: (i) strengthen the existing education management information systems; and (ii) build the capacity for policy analysis and planning of the MOE in order to improve education provision. Under the program, the MOE plans to strengthen the existing system through a combination of: (i) capacity development for policy analysis and planning; and (ii) renewal, renovation, repair and ongoing maintenance of IT infrastructure at the federal, regional and woreda

levels; and (iii) several enhancement initiatives that will make education information more accessible and relevant.

2.5.5 Component 5: Program Coordination and Monitoring and Evaluation

Finally, effective implementation of the GEQIP will be depend on efficient coordination mechanisms, proper financial management and procurement practices, and the timely implementation and effective monitoring of project outcomes. This component provides the necessary resources for effective coordination and monitoring and evaluation, and the implementation of an information and communications strategy at the national and regional levels. This component has two main activities.

1. **Program Coordination**: The GEQIP will be implemented at the federal, regional and woreda levels, and coordinated by the MOE in close coordination with the regional and woreda governments. At the federal level, the Planning and Policy Analysis Department will coordinate the implementation of the GEQIP, reporting directly to the State Minister for General Education, with inputs from relevant departments and institutions. The technical support for the implementation of the program includes a team of short and long-term consultants, specializing in project implementation (including project management, financial management and procurement), resident in MOE, and providing regular support to regions. MOE and MOFED will play a key role with procurement and financial management processes, respectively. At the regional level, it was agreed that each region will have a similar institutional arrangement as the federal level, and the Planning Department will coordinate the implementation of the GEQIP, reporting directly to the Head of the Regional Bureau of Education.

2. **Monitoring and Evaluation**: This activity will support the establishment of a robust M&E system at the federal, regional and woreda levels to monitor and evaluate project outcomes and broader educational trends to provide feedback to improve performance. The MOE will continue to update data to facilitate accurate reporting on the key progress indicators identified in the Results Framework. Most of the data for monitoring project outcomes will come from existing mechanisms such as EMIS, or regular project

reports, supplemented by project preparatory studies and a baseline survey under taken prior to effectiveness (MoE,2008).

CHAPTER THREE
RESEARCH METHODOLOGY

3. Introduction

This Chapter deals with the methodology followed in carrying out the study. It includes sampling design, types and sources of data, data collection procedures, and methods of data analyses.

3.1 Research Design

The study intended to use descriptive survey method in order to assess the achievements and challenges of GEQIP implementation in Arsi zone .As Shane (2000) stated, the descriptive survey is the method of research that helps as a device to fuse both qualitative and quantitative data. This method is chosen to describe and interpret the processes that are ongoing conditions and data obtained in breadth; the existing education phenomena in order to justify the present situations, for inference, interpretation, explanation and prediction (Kothari, 2004).

3.2 Data Type and Source of Data

Both primary and secondary data were collected for the study. Primary data were collected from students and teachers through questionnaire, interview and FGD. Secondary data were collected from concerned line offices such as woredas and zone education offices and published and unpublished documents.

3.3 Description of the Study Area

The study was conducted in Arsi Zone, which is one of the 18 zones in Oromia Administrative Region and is located about 175 kms south east of Addis Ababa. Arsi zone is located in the central part of Oromia Administrative Region .The Zone is bounded with East Harerge and Bale Zone to the east, East Shewa to the north, West Arsi and East shewa to the west and Bale and West Arsi to the south (AZAO, 2014). The total geographical area of the zone is about 20,734.24 km^2 with 39.70% dega and 27.50% weyna dega, 29.1% hot and 3.7% cold zone which are divided into 25 woredas ,498 rural

kebeles and 52 urban kebeles (AZAO, 2014). The capital of Arsi Zone is Asella. It is about 175 kms away from the capital Addis Ababa, According to the 2007 population and housing census data, the projected population of the zone for the year 2010 is estimated to be 3,194,198 out of which, 1,602,968(50. 2%) are males and 1,591,231 (49.8%) females (OFEDB 2010 and CSA 2010). It is one of the densely populated areas of the region with 140 persons per km^2 and high school enrollment. The zone has 70 secondary first cycle schools and 21secondary second cycle schools. Number of students in grade 10 are , males 10798 females 8288 total 19086,grade 12 males 2044 females 1046 total 3090. In the zone there are 2452 teachers from grade 9-12.Out of these 2101 are males and 351 females who have different level of qualification in the year 2014/2015 (AZEO, 2014/ 2015).

3.4 Target Population of the Study

The study was conducted in government secondary schools of the zone. The target population of the study comprised 70 first cycle (9-10) and 21 second cycle (11-12) secondary schools in a zone. All of these schools implement GEQIP. The target population included students, teachers, PTAs, Zone and woreda education officials, secondary schools principals and supervisors.

3.5 Sampling Techniques and Sample Size

A multi-stage sampling design was used to select respondents (teachers, students, principals, educational officials, PTAs, school principals and supervisors) for the study.

At the first stage the zone's woredas were divided into three non-overlapping levels, that the zone used for administration , monitoring and evaluation, such as Chilalo, Ticho and Arbagugu sub zone by clustered sampling techniques. The second step was the selection of woredas. Eight woredas were selected from sub zone by simple random sampling using lottery methods to decrease baise. The third stage was the selection of schools, students, teachers, from selected woredas by simple random sampling. In order to determine the total sample size of students, the researcher used the following calculation which is appropriate for already known population number/size.(Corbetta , 2003)

$n = \frac{N}{1+Ne^2}$ N = size of the population Based on this N=22176

n = size of the sample e = 5 %

e = Margin of error

n=392.9. This which is nearest to 393, then the sample size of students is 393 which were distributed for each cycle according to their proportion. Woreda education officials, school principals, PTAs, supervisors and zone education officials were purposively selected due to their responsibility to follow up the overall activities of the school and provide service for implementation of GEQIP.

Accordingly, the size of the sample was selected as follows. These were 16 schools, 393 students, 123 teachers, 32 PTAs, 24 woreda education officials, 16 school principals, 8 supervisors and 3 zone education officials. The sample schools were selected 11% from first cycle schools and 38% from second cycle schools .Less percentage had been taken from first cycle because of their large number and homogeneity. From 38% of second cycle schools, one preparatory school was purposively selected from town administration in the study area.

3.5.1: Sample and sample size

Table: 1 Target Population and Sample

No	Name of sample woreda /zone	Name of sample schools	Teachers		Students		Woreda experts FP		PTA	
			P	S	P	S	P	FP	P	S
1	Bokoji	Bokoji preparatory And Bokoji secondary	108	13	1386	71	12	3	10	4
2	Chole	Chole preparatory and secondary	106	13	728	37	21	3	12	4
3	Digelu and Tijo	Sagure preparatory and secondary	149	19	1039	53	20	3	11	4
4	Dodota	Dera preparatory and secondary	88	11	730	37	22	3	12	4
5	Jeju	Arboye preparatory and secondary	81	10	619	32	19	3	12	4
6	Hetosa	Iteya preparatory and secondary	132	17	1047	54	21	3	12	4
7	Munessa	Kersa preparatory and secondary	154	19	999	51	23	3	13	4
8	Robe	Didea preparatory and secondary	165	21	1144	58	23	3	13	4
9	Total		983	123	7692	393	161	24	95	32
10	Arsi		2452	123	22176	393		24		32

3.6 Methods and Procedures of Data Collection

To collect primary data, a questionnaire consisting of close-ended and open-ended items were prepared and pretested among non sample respondents. The purpose of pretesting was to ensure relevance and clarity of the questions and items included in the instrument. Based on the responses from the pretest, some of the questions and items were modified,

some could be added and then the questionnaire was translated in to regional language, namely, Afan oromo by researcher. For the purpose of data collection 8 secondary schools supervisors were selected from the study woreda based on their interest and willingness to involve in the research project. These enumerators were given orientation on the purpose of the study, data collection methods, content of the questionnaire and check lists, to ensure completeness and accuracy of the data. Interview was conducted with school principal, supervisor, woreda and zone education officials. Focus group discussion was conducted with PTAs. But for teachers and students questionnaire was prepared. The results of interview and focus group discussion were used to verify the results gathered through questionnaire and document analysis. Observation schedule was used to find data about class room teaching, learning process and school facilities.

3.7 Method of Data Analysis

Data collected through questionnaires were tallied and categorized. Once the quantitative data collection was completed the data were entered into the computer using statistical package for the social science (SPSS version21.0) software for analysis. Statistical procedures were performed on quantitative data gathered from the respondents. In doing so, appropriate statistical tool like frequency, percentage and average were used to analyze the data.

3.8. Ethical Consideration

To make the research process professional, ethical consideration was made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRTATION OF DATA

4.1 Introduction

The purpose of this research was to investigate the achievements and challenges in implementing General Education Quality Improvement Program in government secondary schools of Oromia regional state of Arsi Zone. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the achievement in implementing GEQIP as well as its challenges while implementing. It contains two major parts; the first part presents characteristics of respondents. The second part deals with the results of findings from the data gathered through the questionnaire, interview and document analysis. The findings and results analyzed under the four major components of the GEQIP: Curriculum, Text book and assessment; Teacher Development Program; School Improvement Program, Management and Administration Program and finally achievements gained and challenges faced during implementation are discussed from the data collected in quantitative and qualitative method to examine the achievements and challenges of GEQIP.

The data collected from students and teachers, interview with school principals, supervisors, woreda and zone education officials and focused group discussion with PTA were analyzed and interpreted in table and figures.

4.2. Response rate

A sample population of 516 (393 students and 123 teachers) were randomly selected out of 22176 students and 2456 teachers in the eight first cycle secondary school and eight second cycle secondary school. 8 supervisors, 16 school principals, 32 PTAs, 24 woreda education officials, 3 zone education officials were purposively selected. A questionnaire was distributed to 516 respondents out of which 393 or 76.2 percent were students, 123 or 28.8 percent and 2 questionnaires were not returned from teachers. Focused group discussions were held with 28 PTA members from sample schools. Interview was held with 8 supervisors, 16 school principals, 23 woreda and zone education officials.

Table 2: Distributed and Returned Questionnaires with Types of Respondents

No	Target respondent	Questionnaires distributed	%	Questionnaires returned	Rate of response
1	Teacher	123	23.8	121	23.4
2	Students	393	76.2	393	76.2
3	Total	516	100	514	99.6

Table 2 indicated from 123 questionnaires distributed to teachers 121 were returned and 393 questionnaires distributed to students all questionnaires retuned. Because the mechanism researcher used when students filled questionnaires differ from that of teachers. Students selected from sample school were taken to the class and oriented how to fill the questionnaires guided by the researcher. When they completed the questionnaires collected from them.

Table 3: Interview and Focus group Discussion Respondents

Respondents		Supervisor	School principal	PTA	Woreda E.O.	Zone E.O.	Total Resp.	Remark
Age and sex	Male	8	16	23	12	2	61	
	Female	-	-	6	8	1	15	
	Total	8	16	29	20	3	76	
	25-30	-	2	-	-	-	2	
	31-35	3	10	7	9	1	30	
	>36	5	4	22	11	2	44	
	Total	8	16	29	20	3	76	
Qualification and Work experience	< Diploma	-	-	6	-	-	6	
	Diploma	-	-	7	8	-	15	
	Degree	6	16	16	12	3	53	
	2nd Degree	2	-	-	-	-	2	
	Total	8	16	29	20	3	76	
	5-10	-	-		-	-	-	Same of PTA members are not civil servant
	11-15	3	2		4	-	9	
	16-20	3	12		5	2	22	
	>21	2	2		11	1	16	
	Total	8	16		20	3	*47	

As table 3 showed most of the members of interviewee and focus group discussion were matured enough to discuss and give information about the implementation of GEQIP of their school.

4.3 Demographic characteristics of respondents

The focus of this section is to summarize the important demographic characteristics of the respondent such as sex, age educational level, and work experience.

4.3.1 Sex of respondents

As shown in table 4 among 393 respondents of students 219 (55.7%) were males

and 174 (44.3%) were females which tell that near to proportion in enrolment between male and females students. But from teachers' respondent the numbers of female teachers were less (14.6%).

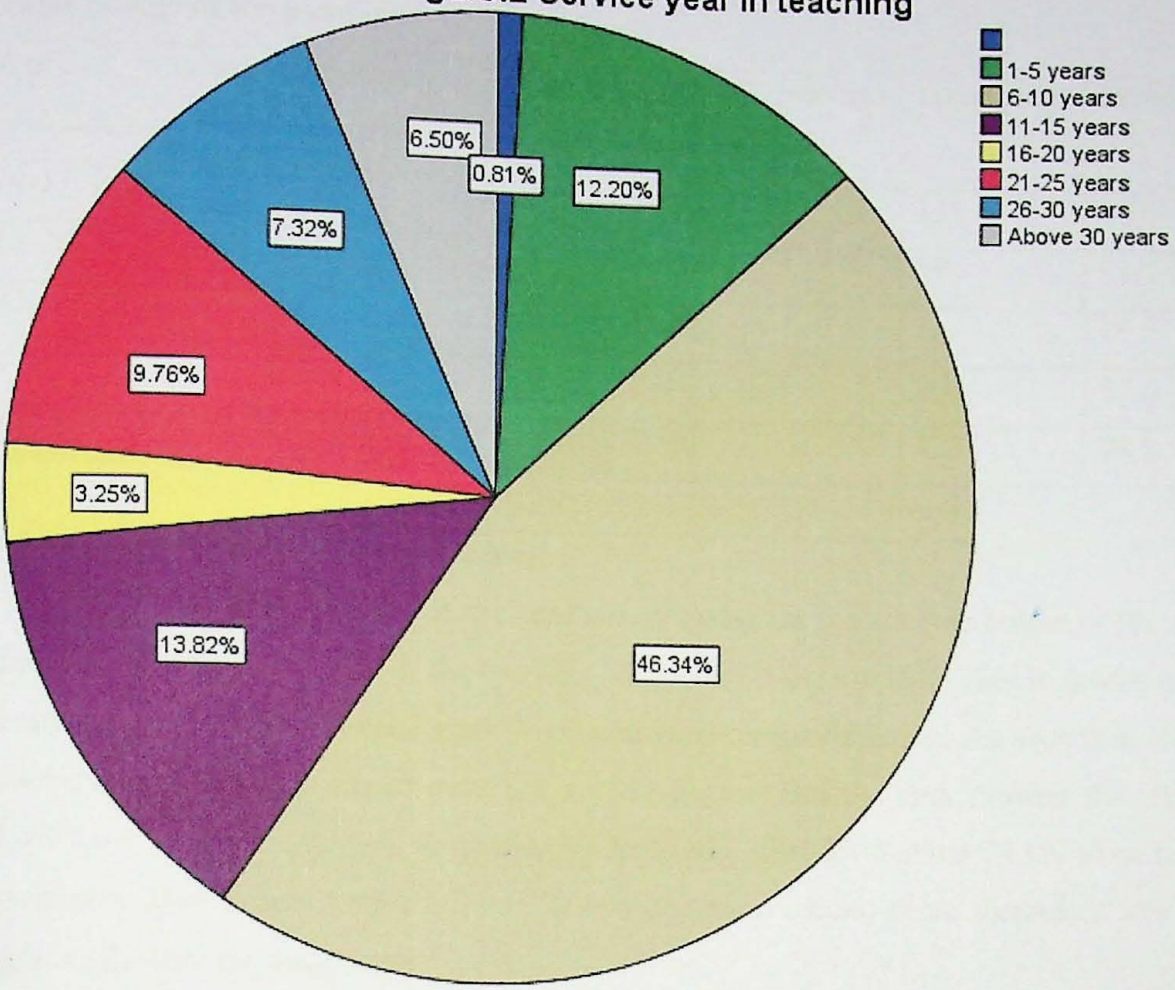
Table 4: Sex of Respondents

Sex	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Male	219	55.7	104	84.6
Female	174	44.3	18	14.6
Total	393	100	122	99.2

4.3.2. Service Year of Respondent Teachers

Figure: 2 verified that among 123 respondents, about 87.8 % of the respondents have more than 5 years of service. This shows that majority of the respondents are more experienced individuals who are engaged in the education sector.

Figure:2 Service year in teaching



4.3.3 Age of respondent

Regarding the age of respondent students, table 5 indicated that about 44.5% were found in the age category of 14-17 years, 53.4 % were in the age category of 18-20 years and 2% were above 20 years. According to ETP 15-18 years old is the range of school age of general education (grade 9-12).Thus from the above data it have seen that majority (97.9%) of the students were in the age range of 14-20. Hence based on the data students in Arsi Zone might be proportional to the school age range. In terms of the age of teacher respondents, data pointed out that 27.6% were found in the age of greater than 35 years 29.3 % were in the age category of 31-35 years, 31.7% were in the age category of 26-30 and 10.6% were in the category of 20-25 years. This showed that most teachers were matured enough and had power to do

more in the teaching learning process.

Table 5: Age of Respondents

Age of students respondents	Frequency	Percent	Age of teachers respondents	Frequency	Percent
14-17	175	44.5	20-25	13	10.6
18-20	210	53.4	26-30	39	31.7
Above 20	8	2.0	31-35	36	29.3
Total	393	99.9	>35	34	27.6
			Total	123	98.2

4.3.4: Respondents educational level

Table 6 shows that majority of the teachers (91.9%) are first degree holder, 4.1% are diploma whereas only 2.4% of the teachers are second degree holder. This indicates that there was a mismatch between grade level and teachers qualification. As shown in ETP teachers for secondary school have got second degree .But the data showed that only 2.4% have got second degree. Regarding students education level about 78.1% from first cycle secondary school (grade 10) and 21.9% also from second cycle secondary school (grade 12) were the respondents

Table 6: Qualification of Teachers and Students grade level

Qualification/grade/		Frequency	Percent
	Diploma	5	4.1
	First Degree	113	91.9
	Second Degree	3	2.4
	Total	123	100.0
Students	9-10	307	78.1
	11-12	86	21.9
	Total	393	100

4.4. Understanding of Respondents about GEQIP in Arsi Zone

It was designed to gather quantitative and qualitative data on the perception of GEQIP to identify the level of understanding of respondents. To assess the quality of education in relation to GEQIP implementation the background of respondents understanding response was discussed as below. For question raised in close ended items for teachers and students, FGD and interview for the others respondents concerning about awareness, significance and implementation of GEQIP in relation to quality of education responses were analyzed.

Their responses have variation according to their level of position. Most of the participants of FGD and response from interview questions to supervisors and school principals discussed and agreed that quality education is dependent on input factors: such as resources, school facilities, availability of qualified teachers, and the community. They emphasized the importance of sufficient resources such as textbooks, desks, teaching materials, libraries, laboratories and adequate classrooms. They believe that without these essential items, they are unable to deliver quality education. Teachers are also considered as crucial resource. Most of them stressed the need for qualified teachers who have appropriate subject knowledge and pedagogical skills.

Lastly, teachers view community involvement as a crucial determinant of quality education, including teachers' interactions with parents and the communities' financial support of schools. In addition they relate to teachers' and students' activities in the classroom. They explained quality education in terms of student participation, students asking questions, low dropout, low repetition, and achieving high result. Finally their perception can be generalized quality in terms of input, process and output.

As table 7 showed that teachers' orientation, awareness and understanding about significance of GEQIP implementation most of them strongly agree and agree (81.85%), 11.35% undecided, 5.4% disagree and 0.6% strongly disagree in average way. To identify the recognition that they have about the effectiveness of the GEQIP teachers and students as shown in table 7, regarding the evaluation of effectiveness of the program from 123 respondents 35.8% strongly agree, 43.9% agree, 13.% undecided, where as 6.5% disagree. And the participant of the interview and FGD most of them agreed that the program have high achievement in line of its general objective, even if it need collaborate effort for over all achievements.

Table 7: Teachers understanding about quality education related to GEQIP

Item	Response	S. Agree	Agree	Undecided	Disagree	S.Disagree	Total
I am well oriented about the activities of General Education Quality Improvement Program.	F.	37	69	10	6	-	123
	%	30.1	56.1	8.1	4.9	-	100
I am well aware of the significance of General Education Quality Improvement Program implementation.	F.	38	64	16	4	-	123
	%	30	52	13	3.3	-	100
I believe that GEQIP implementation helps to increase the improvement of students' learning.	F.	66	37	10	6	-	123
	%	53.7	30.1	8.1	4.9	2.4	100
Participating in implementing GEQIP has enabled me to evaluate the effectiveness of the program.	F.	44	54	16	8	-	123
	%	35.8	43.9	13	6.5	-	100
	Av. %	36.85	45	11.35	5.4	0.6	100

Table 8 showed that students understanding, awareness about the effectiveness and government effort to improve quality of education analyzed that 58.5% replied high and very high, 35.7% moderate, 3.8% and 1.7% low and very low respectively. This indicated that students need more awareness about the general over view of education quality in

relation to general education quality improvement program for increasing students learning and significance of it.

Concerning the efforts of government to improve quality education as indicated in table 8 From 393 respondents 29.3% recognize governments effort to improve quality education very high, 37.2% high, 26.5% moderate and about 7% recognizes government effort at low and very low level. This shows that 93% of respondents replied that the government effort to improve the quality of education moderate and above. In addition to this FGD with PTA and interview with, school directors and educational officials of the participants agree that government's effort regarding improving quality education made remarkable progress in wider aspects. The participants list that government takes measures to improve the scenario of the education system in particular the quality imperative such us formulating the education and training policy, access of education, development of different sub program, community mobilization, supply of education materials, financial funding and others. .

Table 8: Students understanding about quality education related to GEQIP

Item	Response	V. Low	Low	Moderate	High	V. High	Total
How do you be aware of the GEQIP?	F.	2	10	172	152	57	393
	%	0.5	2.5	43.8	38.7	14.5	100
How do you evaluate the efforts of government involvement to improve quality of education?	F.	7	21	104	146	115	393
	%	1.8	5.3	26.5	37.2	29.3	100
How do you evaluate the effectiveness of the GEQIP?	F.	11	15	147	111	109	393
	%	2.8	3.8	37.4	28.2	27.7	100
	Ave. %	1.7	3.8	35.9	34.7	23.8	100

4.5: Indicators of Education Quality Related to Input.

4.5.1. Curriculum, Text Book and Teachers Guide

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). At the minimum, a curriculum specifies the content, sequence, and pacing of what should be taught at each grade level. In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge, reliable and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning (Glatthorn & Jailall, 2000 cited in UNICEF, 2000).

Table 9: Indicator of education quality related to input

Item	Response	V. Low	Low	Moderate	High	V. High	Total
The extent of new text book preparations considered desirable students acquiring capacity and its attractiveness for them	F.	27	27	128	193	140	516
	%	5.2	5.2	24.8	37.4	27.1	100
The availability of equipped teaching aids in pedagogical centers and laboratories.	F.	135	134	144	79	23	516
	%	26.2	26	27.9	15.3	4.5	100
The availability of facilities used for teaching and learning process like class room ,teaching materials, library, etc.	F.	31	62	162	145	115	516
	%	6	12	31.4	28.1	22.3	100
Availability of sufficient teachers in school	F.	29	60	155	173	98	516
	%	5.6	11.6	30	33.5	19	100
The provision of school grants to fulfill school facilities according to its guide lines.	F.	28	79	193	159	56	516
	%	5.4	15.3	37.4	30.8	10.9	100
The availability of different plans related to GEQIP implementation; like school improvement plan, TDP, etc.	F.	31	69	207	132	76	516
	%	6.0	13.4	40.1	25.6	14.7	100
	Ave.	9.0	13.9	31.9	28.4	16.4	100

With regard to the text book preparations considered desirable students acquiring capacity and attractiveness as indicated in table 9 out of 516 respondents 27.1% replied very high, 37.4% high, 24.8% moderate, whereas about 10.4% low and very low. About 89.3% confirmed the preparation of the new text book considers students acquiring capacity. As described by UNICEF, the content of the curriculum was organized in

integrated approach, text books preparation considered simple to complex organization and text book preparations consideration of desirable students' acquiring capacity. Hence it could be conclude that the program with attempt to curriculum and text book preparation is fairly good progress even if it need more improvement for the provision of quality education.

About the availability of equipped teaching aids in pedagogical centers and laboratories participants replied 4.5% very high, 15.3% high, 27.9% moderate, 26% low and 26.2% very low. This showed that the availability of equipped teaching aids in pedagogical centers and laboratories, most respondents (52.2%) replied low and very low. The interview and FGD participants' response also strengthened the data collected from questionnaires. So it needs more attention to fill the gaps at schools. Based on the above data the availability of facilities used for teaching and learning process the majority (81.8%) confirmed that about the presence of it. Even if the availability of facilities was improved, it needs more teaching learning materials like reference books and others as the result of observation and FGD showed.

Concerning availability of sufficient teachers in school table 9 showed that from 516 respondents 5.6% replied very low, 11.6% low, 30% moderate, 33.5% high and 19% very high. From this response most (82.5%) replied moderate and above. But the interview and FGD respondents indicated that teachers' qualification and numbers was not much with level of grade.

Table 10: Sample Schools Teachers Qualification

Sample School	Number of Teachers With Their Qualification											
	Diploma			1st Degree			2nd Degree			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Bekoji	3	1	4	92	13	105	2	-	2	97	14	111
Chole	3	2	5	63	7	70	1	-	1	67	9	76
Sagure	2	3	5	76	12	88	1	-	1	79	15	94
Dera	3	1	4	61	8	69	5	-	5	69	9	78
Arboye	-	1	1	49	4	53	1	-	1	50	6	56
Eteya	4	1	5	75	12	87	1	-	1	79	13	92
Kersa	6	1	7	78	12	90	1	-	1	85	13	98
Didea Robe	-	3	3	93	22	115	1	-	1	94	25	119
Total	21	14	35	587	90	677	13	-	13	620	104	724

As indicated in table 9 the provision of school grant to fulfill school facilities according to its guide lines, 5.4% replied very low, 15.3% low, 37.4% moderate, 30.8% high and 10.9% very high. In addition to this, interview and FGD agreed on the provision of school grant to support schools in fulfilling teaching materials, building materials and community mobilization. But its implementation needs more attention and follow up for the future implementation.

4.5.2 School Improvement Program

Peter Mortimore in Hopkins (2004) has described school improvement as, "the process of improving" the way a school organizes, promotes and supports learning… It includes changing aims, expectations, and organizations, ways of learning, and method of teaching and organizational culture (p: 12). In supporting this Hopkins (2004) described school improvement as an appropriate response to the current pressures for educational reform

that focuses both on the learning needs of students and on establishing the appropriate organizational conditions within the school. Based on the above description of scholars and by scaling up the experience of other countries, Ethiopia has initiated to reform change to improve teaching –learning and school conditions of the country as the result school improvement program started in all schools of the country by setting strategies and the objectives of school improvement program.

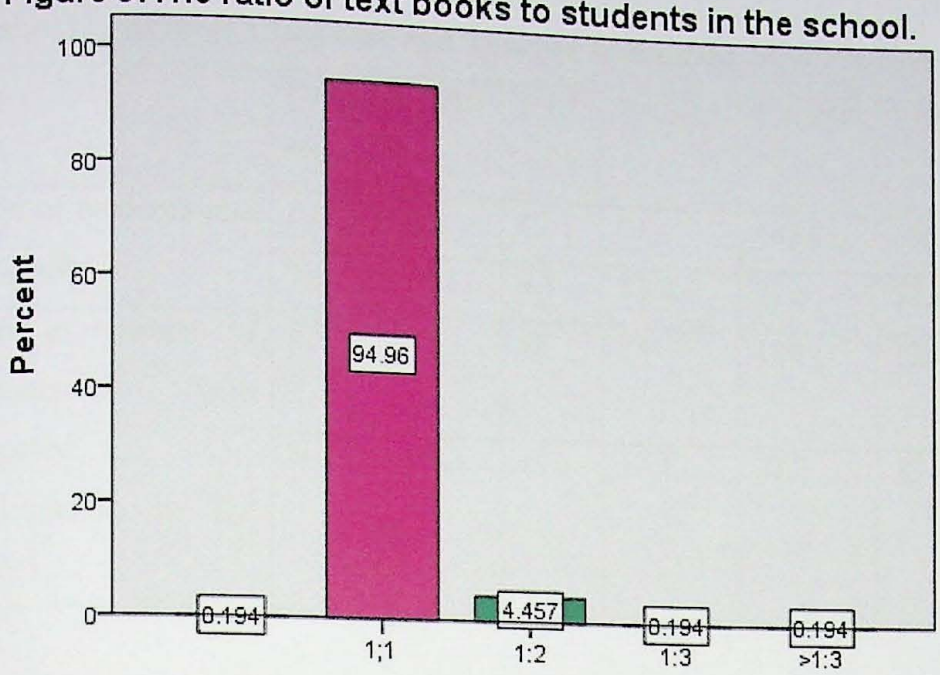
According to MoE (2007), the objectives of school improvement program are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at woreda level; and to improve the learning environment by providing basic operational resources to school. According to MoE (2010), school improvement program is aimed to support schools in addressing the following four school domains:- Teaching learning, school leadership and management , parents-community school relationship, and safe and healthy school environment. So, to follow up the programs implementation plan is the first issue.

Regarding the availability of different plans related to GEQIP implementation; like SIP, TDP, etc most respondents (80.4%) replied moderate and above, the rest (19.4%) replied low and very low. From most interview and FGD respondents discussed that the prepared plan was not implemented as planned. So it needs more follow up in monitoring and evaluating different plans of program.

4.5.3. Ratio of Student to Text Book, Class Size and Teacher

As figure 3 showed the ratio of text books to students in the school from 516 respondents most of them (95%) replied one to one ratio. But some students replied the scarcity of Afan Oromo, Amharic and History in grade 10. Similarly some students recommended in open ended item about photo copy text books. That was not legible.

Figure 3:The ratio of text books to students in the school.



The data indicated ratio of students and class size from 516 respondents most (79.1%) replied more than the standard, which was 1:40. Only 20.7% replied 1:40 and less than 40. So the ratio of students and class size needs improvement with the level of standard. Regarding the ratio of teacher to the student with proposed qualification about 61.4% replied more than the estimated standard. Only 28.2% replied 1:40 and less than it. Similarly the ratio of teacher to students with proposed qualification needs more attention to improve their capacity.

Table 11: Ratio of Class Size and Teacher to Student

Item	Response	1:<40	1:40	1:41-45	1:46-50	1:>50	No response	Total
Ratio of students and class size	F.	60	47	71	142	195	1	516
	%	16.1	9.1	13.8	27.5	37.8	.2	100
Ratio of teachers to students with proposed qualification in the school	F.	99	98	88	110	120	1	516
	%	19.2	19	17.1	21.3	23	.2	100

4.6. Indicators of Education Quality Related To Process

4.6.1 Indicators Related to Process

The process part relates to many aspects as teacher-pupil interaction in class management, control and daily time-on-task with the class. It also concerns the regularity, punctuality and intensity of the teacher in the school for instructional activities.

Table 12: Indicator of education quality related to process

Item	Response	V. Low	Low	Moderate	High	V. High	No response	Total
The commitment of teachers to support students in teaching learning process and provide tutorial program.	F.	24	47	155	172	114	1	516
	%	5.2	9.1	30	33.3	22.1	0.2	100
Teachers are competent for teaching and learning process	F.	28	71	152	159	105	1	516
	%	5.4	13.8	29.5	30.8	20.3	0.2	100
There is adequate awareness about GEQIP in the school community in implementing the program.	F.	26	73	183	168	65	1	516
	%	5	14.1	35.5	32.6	12.6	0.2	100
The extent of teachers motivation for providing assignment, home work ,class work	F.	24	45	142	165	139	1	516
	%	4.7	8.7	27.5	32	26.9	0.2	100
The participation of students in different activities; like home work, class work, assignment, etc	F.	36	82	170	126	101	1	516
	%	7	15.9	32.9	24.4	19.6	0.2	100
The extent of teachers follow up and providing feedback constantly.	F.	36	78	180	149	72	1	516
	%	7	15.1	34.9	28.9	14	0.2	100
	Ave. %	5.7	12.8	31.7	30.3	19.2	0.2	100

Based on the above data the commitment of teachers to support students in teaching learning process and provide tutorial program 85.4% respondent replied moderate and above. About 14.3% replied low and very low. Even if most respondents replied moderate and above, the interview and FGD respondent teachers' commitment to support students in tutorial program needs more effort to achieve the intended goal.

Similarly teachers' competence for teaching and learning process from 516 respondents 20.3% replied very high, 30.8% high, 29.5% moderate, 13.8% low and 5.4% very low. Regarding the awareness of the school community in implementing the program 35.5% replied moderate, 32.6% high, 12.6% high, 14.1% low and 5% very low. Beside to this, the participants of the FGD about community awareness and participation they agreed that in education sector there is high community involvement such as in building additional class room, recruiting administrative supporter workers, fulfilling school furniture, financial and material support. However they stressed that there is a variation from school to school due to the commitment of school leader for mobilizing school community.

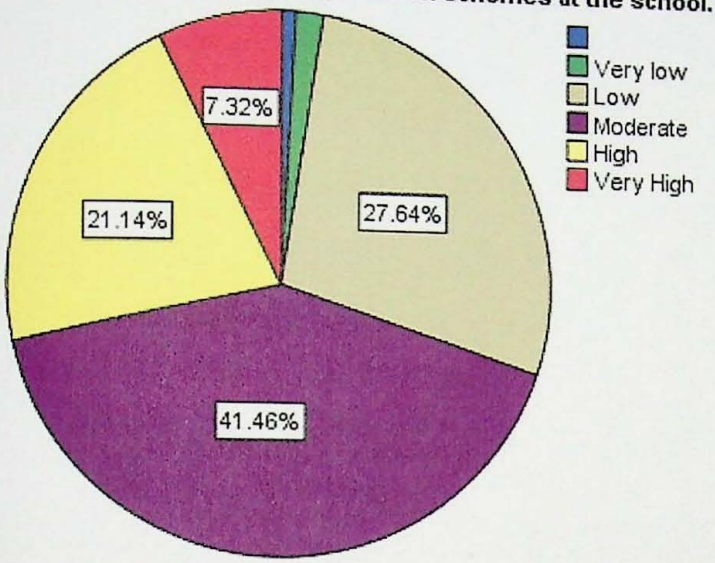
As table 12 indicated the extent of teachers motivation for providing assignment, home work, and class work26.9%replied very high, 32% high, 27.5% moderate,8.7% low and 4.7 very low. For students participation to perform different activities 44% replied high and very high, 32.9% moderate and 22.9% low and very low. In the same way, the extent of teachers follow up and providing feedback in constant manner respondents replied 34.9% moderate, 28.9% high, 14% very high, and 22.1% low and very low.

The above data summarized that about 81.2% confirm as moderate and above, where as 18.5% revealed at low and very low level. This showed that the method used in teaching learning process or active learning approach needs more attention to be functional. The purpose of giving assessment to students is a key for implementing active learning. It gives learners feedback and to improve learning and teaching practices by follow up regularly.

4.6.2. Comprehensive Supervision System in School.

UNESCO (2007) stated that one of the main roles of any school supervision system is to monitor the quality of education, i.e. of school and teachers. This monitoring is expected to have a positive impact on quality. As such, supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examinations and achievement tests, and self-assessment practices by school and teachers.

Figure:4 Comprensive supervision schemes at the school.



Concerning the extent of comprehensive supervision schemes establishment in school conducted to respondents as figure: 4 showed about 41.46% replied moderate, 21.14% high, 7.32% very high, 27.64% low and1.6%very low. It pointed out that regarding the functionality comprehensive supervision schemes at school 69.92% confirmed and 29.24% reveal about it. So it needs more attention for the future.

4.7 Indicator of Education Quality Related to Output

The output of educational service which constitutes the immediate evidence of quality is the achievement of students in examination. The improved health habit and effective participation in social activities also the result of education quality output.

The output of educational service which constitutes the immediate evidence of quality is the achievement of students in examination. The improved health habit and effective participation in social activities also the result of education quality output.

Table 13: Indicator of Education Quality Related to Output

Item	Respon	V. Low	Low	Moderate	High	V. High	Total
The extent of students' repetition rate from 2012—2014	F.	78	169	153	77	38	516
	%	15.1	32.8	29.7	14.9	7.4	100
The extent of students' dropout rate from 2012-2014	F.	55	172	183	79	26	516
	%	10.7	33.3	35.5	15.3	5	100
The progress of students' achievement in national examination for the last three years.	F.	19	59	198	166	73	516
	%	3.7	11.4	38.4	32.2	14.1	100
The extent to which the school gives equal attention for the pillars of GEQIP in its implementation.	F.	30	81	178	151	75	516
	%	5.8	15.7	34.5	29.3	14.5	100
Average	%	8.8	23.3	34.5	22.9	10.2	100

In relation to the status of students repetition rate from 2012-2014 table 13 indicated that 7.4% of respondents replied very high, 14.9% high, 29.7% moderate, 32.8% low and 15.1% very low. This showed that about 52% replied moderate and above. It needs attention to decrease repetition rate. In addition to this the document from Arsi Zone also indicated that the repetition rate was similar to the above respondents.

Table 14: Students Repetition Rate

Data	Grade	Year								
		2012			**2013**			**2014**		
		Set for exam	Passed exam	%	Set for exam	Passed exam	%	Set for exam	Passed exam	%
From sample school	10	5577	2179	39	5737	1695	29.5	6153	1754	28.5
	12	552	394	71.2	1944	1377	70.8	2203	1109	50.3
Arsi Zone	10	17484	6172	35.5	16457	4815	29.3	18382	5339	29
	12	957	667	69.7	3428	2346	68.4	3747	2068	55.2

Source: Arsi Zone Education Office

Regarding the dropout 5% replied very high, 15.3% high, 35.5% moderate, 33.3%low and 10.7% very low. About 55.8% replied moderate and above. It showed the dropout rate was in danger level for the zone. Similarly the zone document indicated in the same way.

Table 15: Students Dropout Rate.

Data	Grade	Year								
		2012			2013			2014		
		Registered students	Drop out	%	Registered students	Dropout	%	Registered students	Drop out	%
From all sample schools	10	6141	455	7.4	6134	397	6.5	6461	308	4.8
	12	574	22	3.8	2030	86	4.2	2282	79	3.5
Arsi Zone	10	18773	1289	6.9	17492	1035	5.9	19247	865	4.5
	12	987	30	3.0	3578	150	4.2	3871	124	3.2

Source: Arsi Zone Education Office

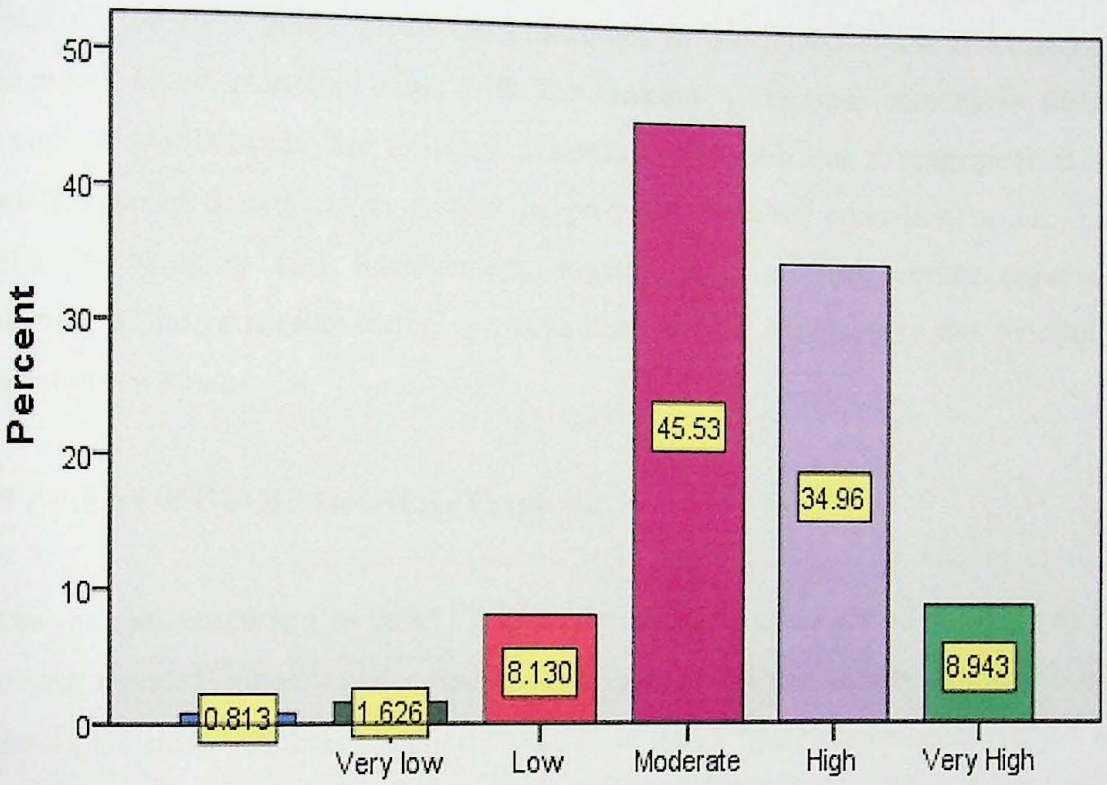
The progress of students' achievement in national examination for the last three consecutive years14.1% replied very high, 32.2% high, 38.4% moderate, 11.4% low and 3.7%very low. From the data about 84.7% confirmed the achievement and 15.1% revealed it. Even if the respondents result showed in this manner, students' achievement in national examination needs more attention for future time as the zone document indicates.

Concerning the extent to which the school gives equal attention for the pillars of GEQIP implementation from respondents 14.5% replied very high, 29.3%high, 34.5% moderate, 15.7% low and 5.8% very low. The response showed that about 78.3% confirmed and 21.5%revealed it. From the data, interview and FGD, the attention given for each pillars of GEQIP was not similar. Most school gave attention for four pillars and less than them. So to get the intended objectives of the program schools give more attention for each pillars of the GEQIP in implementation.

4.8 Teacher Development Program

Promoting quality in education presuppose many efforts. In the light of this, teacher professional development is one of those interventions through which teachers are expected to undertake their lifelong learning experiences and improve students' learning outcomes. For updating the CPD implementation is the key factor for the functionality of TDP.

Figure:5 CPD provision in updating teachers capacity.



The above data indicated that about the level of CPD in updating the capacity of teachers, from 123 respondents 1.6% replied very low, 8.1% low, 45.5% moderate, 35% high and 8.9% very high. Data showed most of them (89.4%) confirm in moderate and above.

The education and training policy set high standards for teachers and described a new approach to education. This new approach was the promotion of more active learning, problem solving, and student centered teaching methods. Research surveys showed that

with the expansion of education and large class sizes, teachers still relied largely on the teacher centered methods with limited opportunities for CPD. Updating helped teachers for improving their teaching learning process. Therefore it can be concluded that the extent of CPD in updating the qualification of teachers was in progress, even though it had variation in implementing.

4.9 Management and Administration

International Institute for Educational Planning (2011) suggested that good planning and an efficient management system are the essential bases for any progress towards achieving the EFA goals, given the limitations in the financial resources available to education. Good planning helps with the making of rational choices in investment strategies and between the delivery systems, while efficient management raises the performance of the education system in providing quality education to all. Lack of skills in planning and management, together with an inappropriate organizational structure in the education sector, can constitute serious obstacles to the functioning of education systems.

4.9.1 Pillars of GEQIP Got More Emphasis

From the data discussed in table 13 the attention to be given for each pillars of GEQIP was not equal. Similarly under open ended item, for which pillars of the GEQIP does school give more emphasis, replied in different ways. Most respondents replied schools gave more emphasis for SIP. Next to this others replied that schools gave more emphasis for ICT, CEE and TDP. It indicated that most schools gave more emphasis for SIP, ICT, CEE and TDP.

4.9.2 Achievements Gained in Implementing GEQIP.

Most respondents replied about the achievement gained from implementing GEQIP as follows. These were increasing community participation, students' enrolment, access of

schools, students' text book distribution and teachers upgrading in service program were some of them.

4.9.3 Challenges facing GEQIP implementation in Arsi Zone

This part has tried to show the challenges faced during implementing GEQIP in light of the four broader components of it. These were curriculum, text book and assessment; school improvement program, teacher development program, and management and administration.

The availability of learning materials strongly affects the teaching learning process. The availability of students' text book in the school has been given attention. However there was still a problem which needs improvement. For example some text books to be given for students were photo copies and not legible for students. In addition to this, using teaching aids and some practices in laboratories for experiment in most schools was not function as needed. This also affected the quality of education.

The dropout and repetition rate in the study area indicated high wastage that lead to great challenges that faced the GEQIP implementation. Governments, the people at large and parents in particular expect schooling to help children acquiring the knowledge, skills, values, and attitudes necessary for them to lead productive lives and become responsible citizens. Students' low learning achievement in national examination is rarely explained by one inadequate component or a single lack in educational programming. Rather it is most frequently the result of many; often inter related factors that signify a deficiency in educational systems. In Arsi Zone in national assessment of grade 10 and 12 the percentage of failures is currently about 71% and 44.8% respectively which is a great challenge.

The number of students per teacher and class is a commonly used quality indicators. The national standard set for the pupil- teacher ratio is 40 in secondary school. But the class

size observed in study area mostly one teacher for 50 and above. It was not conducive condition to adequate learning.

The emphasis on CPD is truly professional development, and then more must be done to enhance the professionalism of teaching. Currently in the study area the schools did not give attention for CPD program implementation.

There are awareness and common understanding about value of monitoring for GEQIP improvements. However, when it comes to the implementation, there are a number of gaps identified. The study identified absence of fixed comprehensive monitoring and evaluation system. It is more focus on quantitative aspects, limited capacity and poor feedback giving mechanisms made monitoring and evaluation system less efficient.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUTIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the achievements and challenges in implementing GEQIP in the government secondary schools of Arsi Zone are forwarded for all concerned academic staffs.

5.1 Summary of Findings.

GEQIP is designed to improve the quality of general education program from grade 1-12.The objectives of the reform are to increase the results for boys and girls with respect to measure learning outcomes. Therefore, the central purpose of this study was to assess the status of GEQIP in relation to its implementation and to identify its achievements and challenges in implementing the program in Arsi Zone. To address this purpose, the following basic research questions were raised:

1. What is the present status of GEQIP in relation to its implementation in the sample Zone?
2. Which pillars of the GEQIP are given more emphasis during implementation?
3. What are the achievements of GEQIP in the study zone?
4. What are the challenges of GEQIP in the study zone?

To this effect, the study was conducted in 16 government secondary schools. Consequently, 393 students and 123 teachers were selected as a sample by using simple random sampling. 24 woreda education officials, 16 school principals, 32 PTAs, 8 supervisors and 3 zone education officials were taken as a sample through purposive sampling techniques. For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Accordingly, 393 copies of a questionnaire were prepared and distributed for students and 123 copies of questionnaires for teachers. From the distributed questionnaires 2 teachers did not return the questionnaires. On the other hand, to obtain qualitative data, interview and FGD sessions were conducted with the school principals, supervisors, PTA, woreda and Zonal

Education Officials from sample area. Moreover, document analyses were used to obtain qualitative data.

The quantitative data gathered though questionnaires were analyzed in frequency, percentage, and average value assisted by a computer SPSS program version 21.0. Whereas, the qualitative data gathered through the open-ended questionnaire, interview, FGD and document were analyzed by narration. Hence, the findings of the study are summarized as follows:

5.1.1. Understanding of Respondents about GEQIP in Arsi Zone

Concerning respondents understanding towards GEQIP implementation; teachers and students gave their opinions. Teacher respondents replied that, mostly teachers were oriented about the activities and as well as the significance of GEQIP implementation. On other hand, students understanding, awareness about the effectiveness and government effort to improve quality of education replied that about 58.5% high and very high. It indicated that students need more awareness about GEQIP over view and significance of it.

The participants of the interview and FGD also strengthen this finding by listing the action taken by the government such as formulating the new education policy, access of education, development of different education sub program, supply of education materials and financial funding, teachers upgrading, community mobilization and others.

5.1.2. Curriculum , Text book and Teachers Guide.

A curriculum specifies the content, sequence, and pacing of what should be taught at each grade level. With regard to the text book preparation considered desirable students acquiring capacity and attractiveness about 89.3% respondents were showed their agreement. The majority of the respondents indicated that the availability of equipped teaching aids and facilities used for teaching learning were in low and very low scale. And it needs more attention for the future to fill the gaps. About the availability of sufficient teachers in school most respondents (82.5%) replied moderate and above.

However, the interview and FGD respondents indicated that teacher's qualification and numbers was not much with grade level.

Concerning to ratio of text book to students in school most of them replied one to one ratio. On the contrary some students disagreed with the photo copy text books regarding to illegibility.

5.1.3. School Improvement Program

School improvement plans help principals, teachers, and school communities for implementing the program. As the finding of the study showed that the availability of different plans related to GEQIP implementation; like SIP, TDP, etc most respondents (80.4%) replied moderate and above. But the interview and FGD respondents discussed that the prepared plan was not implemented as planned.

Concerning the provision of school grant to fulfill school facilities according to its guide lines, most respondents (79.1%) replied that it was in well progress. But from interview and FGD respondents, its implementation needs more attention and follow up for the future implementation.

Regarding to the ratio of students to class size and teachers as most respondents replied disagree with the given ratio and standard for the grade level.

5.1.4. Indicators of Education Quality Related to Process

This part relates to many aspects as teacher-pupil interaction in class management, control and daily time-on-task with the class. Concerning the commitment of teachers to support students and competent for teaching learning process most respondents replied moderate and above. But the interview and FGD respondents discussed that to support students in tutorial program needs more effort; Even if most school communities had awareness about GEQIP implementation.

Regarding to teachers motivation and follow up of students participation to perform different activities; like assignment, home work, class work and etc, more respondents replied moderate and above. But interview and FGD respondents' discussion indicated that, its implementation had gaps and differences.

Concerning to the extent of comprehensive supervision schemes at school 69.92% respondents confirmed and 29.24% revealed about it. This also needs more attention for the future.

5.1.5. Indicator of Education Quality Related to output

Output constitutes the immediate evidence of quality is the achievement of students in examination. Concerning the students repetition, dropout and progress of students in national examination respondents replied 52%, 55% and 84.7% moderate and above respectively. Repetition, dropout rate and progress of students' achievement in nation examination were danger for the zone.

Regarding the school give equal attention for the pillars of GEQIP was not similar. Most school gave attention for SIP, ICT, CEE and TDP.

5.1.6. Teacher Development Program

For updating, the CPD implementation is the key factor for the functionality of TDP. As the data indicated about the level of CPD in updating the capacity of teachers, most of the respondents (89.4%) confirmed in moderate and above.

5.1.7. Management and Administration

In terms of the management and administration function of the education system the result of the interview and FGD showed that the process of planning is still not fully participatory in most cases. In addition to this monitoring and evaluation system was not participatory as the planning.

5.1.8. Achievement Gained in Implementing GEQIP.

Increasing community participation, students' enrollment, access of schools, students' text book distribution and teachers upgrading in service program were some of them.

5.1.9. Challenges Facing GEQIP Implementation in Arsi Zone

Challenges faced during implementing GEQIP discussed as follows:

Ratio of text book to students in most case was 1:1. However, some text books were photo copies and not legible for students. Using teaching aids and laboratories practices and experiment in most case not function at schools. The class size and teacher to student's ratio were more than standard and not conducive learning and teaching environment.

Other challenges faced the study area were the increasing of dropout, repletion rate, number of failures in national assessment of grade 10 and 12 is a great challenges. Similarly the attention given for CPD implementation was low and different from school to school. Finally the system of supervision, monitoring, evaluation and feedback giving had poor experience and challenges.

5.2 Conclusion

Based on the above findings of the study the following conclusions were drawn.

- The main purpose of GEQIP to improve the quality of general education by increasing the result of students to measure the learning outcomes. This requires the positive attitude of teachers, students and stake holders about GEQIP implementation. Unless they perceive GEQIP as a process of improving quality of education and learning out comes. However, the findings showed that all teachers and students were not well equally oriented to the potential benefits GEQIP could bring to them or to teaching learning process. From this, it can be concluded that teachers, students and stake-holders in secondary school of Arsi Zone have not equal understanding about the significance, purpose and successfulness of GEQIP implementation.

- The preparation and revision of new curriculum based on contents of the subjects in integrated and organized approach following national goal of education and development of the country is in progress. Similarly new text book preparation and distribution for students is encouraging.

- The finding of this study showed that the emphasis given for pillars of GEQIP was not similar and equal. Most schools gave emphasis for SIP, and then for ICT, CEE and TPD. From this, it can be concluded that more emphasis were given for SIP, ICT, CEE and TPD of the pillars of GEQIP during implementation at schools.

- The appropriateness of indicators used for the evaluation of GEQIP implementation was assessed by management and administration through monitoring and evaluation of the program. As the finding indicated that planning, supervision schemes, feedback giving mechanism fixed with low level. So the absence of fixed schedule for monitoring and implementing plan in adequacy of the monitoring system, limited capacity, and poor feedback giving mechanisms made monitoring and evaluation system less efficient. Even if the indicators for the evaluation of GEQIP implementation were appropriate, the evaluation of the program itself needs improvement.

- The achievements gained from implementing GEQIP were; increasing community participation, students' enrollment, access of schools, students' text book distribution and teachers upgrading in service program.

- The study indicated that there were various problems that hinder the implementation of GEQIP. Thus, from the finding we can conclude that regarding the challenges of GEQIP implementation the result indicates that, the illegibility of some text book photo copies, not using teaching aids and some practices in laboratories for experiment, the increasingly of dropout and repetition rate, inappropriate student per teacher and class ratio, teachers qualification, not giving

attention for CPD program implementation and poor monitoring, evaluation and feedback giving system were the major challenges that hinder the implementation of GEQIP in secondary schools of Arsi Zone.

5.3. Recommendation

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of GEQIP implementation in Arsi Zone secondary schools.

- To increase the number of qualified teachers in second degree in Arsi zone, the education office in collaboration with woreda administration and Oromia Education Bureau should upgrade more qualified teachers to manage the shortage of qualified teachers that have seen in secondary school.

- Students can learn a lot and understand better if they see and do what they learn in class at schools pedagogic center and laboratories. But the study indicated that most pedagogic center and laboratories in study area were not available and function. Therefore, Zone and woreda education officials, school principals and supervisor have to be collaboratively detecting the problems and have to find ways how these learning centers could become functional in schools.

- High rates of repetition and dropout lead to inefficiency and wastage of scarce resources. The dropout and repetition rate in the study area indicates high wastage and great challenge that faced the GEQIP implementation. Therefore, zone and woreda education office, school principals, supervisors and community at large have to detect the problems collaboratively and have to find ways how these become minimized.

- Students low learning achievement in national examination in grade 10 and 12 the percentage of repeaters is currently about 71% and 44.8% respectively. Hence zone

and woreda education office and schools together have to be developing a mechanism that handle the problem.

- As the importance of CPD is truly professional development, then more must be done to enhance the professionalism of teaching. So schools and woreda education office have to facilitate the training program and function at all schools.

- As quality improvements has become a central priority of education, an internal management process of continuous follow up of inputs, process and out puts are required in order to identify strengths, weakness and take remedial actions. Zone and woreda education officials, supervisors and school level management body should work together to develop comprehensive supervision scheme, strong monitoring and evaluation system. In this regard, it is also important to align monitoring and evaluation system with all aspects of the GEQIP implementation.

References

Amare et al. (1974). ,,, *Aims and Objectives of Education in Ethiopia, The Ethiopian Journal of Education,* VI(2): 1-26

Ankomah, Y. A. (2005 August). *'Quest for teacher quantities and quality in Ghanaian basic schools: pursuit of a mirage?' Paper presented at International Conference on Teacher Education,* University of Cape Coast.

Asian Development Bank,(2002).*The quality of education dimension and strategies.* Manila: Asian Development Bank.

Ayalew Shibeshi, (2009). *Secondary School Teacher Deployment in Ethiopia: Challenges and Policy Options for Redressing the Imbalances.* Addis Ababa University

AZEO, (2014).*General Educational Statistical Report.* AZEO: Ethiopia.

Bergmann, H. (1996). *Quality of Education and the Demand for Education: Evidence from Developing Countries, International Review of Education, Vol.42 No.* Available from http: //www.jstor.org/stable/3445008.

Carron, G. and Chau, T.N. (1996). *The quality of primary schools in different development context s.* Paris: UNESCO.

Csizmadia, T.G.(2006).*Quality management in Hungarian higher education. organizational responses to governmental policy.* Netherland CHEPS/UT. Available from http://classify.ocle.org/classify2/classifyDEmo?swid=150187029

Cohen,J.,(2004). *Academic for educational development: Linking decentralization and school quality improvement.* UNESCO.

Colby,J.(2000).*Learning outcomes in international context: Paper presented at the annual meeting of the comparative and international education society.* San Antonio: Texas.

Colclough, C.(2005).*School Quality and Vocational Skills in Africa. Centre of African Studies:* University of Edinburgh.

Corbetta,P.,(2003).*Social science Research Theory, Methods and Techniques.* SAGE publication: Landon.

CSA. (2007).*Summary and statistical report of the 2007: Population and Housing Census Result.* Addis Ababa: Ethiopia.

Darling-Hammond, L.(1997). *Doing what matters most: Investing in quality teaching. Kurtztown, Pennsylvania: National Commission on Teaching and America's Future.* Available at http: //www.tc.columbia.edu/~teachcomm.

Education Improvement Commission,(2000).*School improvement planning hand book.* Toronto: Education Improvement Commission

European Commission,(2000).*European Report on the Quality of School Education: Sixteen Quality Indicators.* Luxembourg: European Commission.

Federal Democratic Republic government of Ethiopia,(1994). *Education and Training Policy.* Addis Ababa: Ethiopia.

Fredriksson, U.(2010).*Quality education and the key role of teachers. Education International Working Papers.* UNESCO.

Habtemariam (1970). *Amharic as the medium of instruction in primary schools in Ethiopia. In T.P. Gorman, (ed.), Language in Education in Education in Eastern Africa.* Nairobi: Oxford University Press.

International Institute for Educational Planning,(2011). *Analysis of capacity development in educational planning and management in Ethiopia.* Paris: UNESCO.

Kassaye, M.(2005) *Ensuring the quality of Ethiopian Higher Education in the face of the challenges of the 21st century.* The Ethiopian Journal of Higher Education, 2(2), 103-131

King, E. M. and M. A., Hills, (1993). *Women's Education in Developing Countries: Barriers, Benefits and Policies.* Baltimore: The Johns Hopkins University Press.

Kothari.(2004).*Research Methodology, Methods and Techniques.* Second Edition. New Age Company.

Lowe, J and Istance, D.(1989). *Schools and Quality. Paris: OECD. Available from http://linkspringer.com/article/10.1007/BF01103001.*

Morgan.S.J.,(2006).*Community participation in schooling means: Insight from southern Ethiopia.* Harvard Education Review: Fall.

Motola, S .(2001). *Quality and indicators of quality in South African education: A critical appraisal, International Journal of Educational Development, Vol.21No.1.*

Available from http://www.science.direct.com/science/article/pii/so738059300000146

MoE (1999).*General Education Quality Assurance package.* Addis Ababa

MoE. (2005). *Education Sector Development Programme III (ESDP-III): Program Action Plan.* Addis Ababa: Ministry of Education, Education Management Information Systems (EMIS) Department.

MoE, (2007).*General Education Quality Improvement Package.* Addis Ababa.

MoE , (2008).*General Education Quality Improvement Package plan.* Addis Ababa: Ministry of Education.

MoE,(2008). *The development of education: The national report of the Federal Democratic Republic of Ethiopia.* Addis Ababa: Ministry of Education.

MoE,(2010).*Education Sector Development Program IV Program Action Plan.* Addis Ababa: Ministry of Education.

OECD,(2010). *Strong performers and Successful reformers in education: Lesson from PISA for United States.* OECD Publishing

Ojiambo, Peter Otiato (2009).*Quality of Education and its Role in National Development: A case study of Kenya's Educational Reforms.* Kenya *Studies Review*: 1,1, 133-149.

O'Sullivan, M.(2006). *Lesson observation and quality in primary education as contextual teaching and learning processes: International Journal of Educational Development, Vol. 26 No. 2.*

Serbessa, D.D.(2006).*Tensions between traditional and modern teaching-learning approaches in Ethiopian primary schools. Journal of International Cooperation in Education, Vol. 9(1), PP. 123-140.*

Shane.H.(2000).*The Descriptive Method of Research Design.* Demand Media Press. Ad. Choices, US, P. 4

Shireen, J,(1995).*Women's Education, Autonomy and Reproductive Behavior.* New York: Oxford University Press Inc.

Sifuna, D.N. and Sawamura, N.,(2010).*Challenges of quality education in sub-Saharan Africa-some key issues.* Osaka University: Nova Science Publisher.

Swedish International Development Cooperation Agency (SIDA). (2000). Teacher *education, teachers' conditions and motivation.* Stockholm: Department for Democracy and Social Development, Education Division.

United Nations Development Program Development Assistant Group,(2010). *Consultant Review of Ethiopia's school self-Assessment and Planning frame work s under the GEQIP*. Addis Ababa: U N D P DA.

UNESCO,(1993). *Education for all: Status and Trends*. Paris: UNESCO.

UNESCO,(2002). Education for All: Global Monitoring Report. Is the World on Track? Paris: UNESCO.

UNESCO.(2004).*The quality imperative.EFA global monitoring report 2005*. Paris: UNESCO.

UNESCO.(2006). *Guidelines for Inclusion: Ensuring Access to Education for All*. Paris: UNESCO.

UNESCO,(2007).*Reforming school supervision for quality improvement*. Paris: UNESCO

UNESCO,(2009). *Education for all by 2015: Education International response to the global monitoring report:* Paris: UNESCO.

UNESCO.(2011). *Beyond the conceptual maze*: *Approaches to quality in education*. Geneva: UNESCO.

UNICEF, (2000).*Working paper series: Defining quality in education*. New York: UNICEF.

UNICEF, (2010). *Child friendly schools: Case study Ethiopia*. Addis Ababa: UNICEF.

UN,(2012).*Education First initiative to ensure quality, relevant and transformative education for everyone*. New York: UN.

USAID.(2009). *working paper: Using opportunity to learn and early grade reading fluency to measure school effectiveness in Ethiopia, Guatemala, Honduras and Nepal.* Washington, DC: USAID.

Appendix I

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning & Management

Questionnaire to be filled by Teachers

The main purpose of this questionnaire is to gather relevant data and assess the achievements and challenges of general education quality improvement program implementation in government secondary schools of Arsi zone. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Instruction:

1. Don't write your name on the questionnaire.
2Use a thick mark in ☐ or "__ " to your response of each close-ended items from the given rating scales and the given alternatives.
3. Write briefly your response for open-ended items.
4. Please, give appropriate response based on your school experience/context.

Thank you in advance for your cooperation!

Part one: General Information and Respondents' Personal Data

Please, put a thick mark"✔" in the box for your response or give short answers on the blank space

1. School _____

2. Level of school 9-10 ☐ 11-12 ☐ 9-12 ☐

3. Sex Male ☐ Female ☐
4. Age 20- 25 ☐ 26-30 ☐ 31-35 ☐ above 35 ☐
5. Service year in teaching 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ above 30 ☐
6. Qualification Diploma ☐ First Degree ☐ Second Degree ☐

Part 2: Teachers' understanding about GEQIP

Key: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

No	Questions	5	4	3	2	1
1	I am well oriented about the activities of General Education Quality Improvement Program.					
2	I am well aware of the significance of General Education Quality Improvement Program implementation.					
3	I believe that implementing GEQIP needs the collaboration of stake holders of the schools.					
4	GEQIP implementation contributed for my continuous professional development.					
5	I believe that GEQIP implementation helps to increase the improvement of students' learning.					
6	Participating in implementing GEQIP has enabled me to evaluate the effectiveness of the program.					

Part 3: Indicators of education quality related to Input

Key: 1=Very low 2=Low 3=Moderate 4=High 5=Very high

No	Questions	5	4	3	2	1
1	The extent of new text book preparations considered desirable students acquiring capacity and its attractiveness for them					
2	The availability of equipped teaching aids in pedagogical centers and laboratories.					
3	The availability of facilities used for teaching and learning process like class room ,teaching materials, library, etc.					
4	Availability of sufficient teachers in school					
5	The provision of school grants to fulfill school facilities according to its guide lines.					
6	The availability of different plans related to GEQIP implementation; like school improvement plan, TDP, etc.					

7. The ratio of text books to students in the school A/ 1:1__ B/ 1:2 __ C/ 1:3__ D/ >1:3 __

8. For question number7, please list text books that have shortage:----------

---

---

9. Ratio of students and class size A/ 1: <40 __ B/1:40 __ C/1 :(41-45) __ D/1 :(46-50)__ E/ 1: >50___

10. Ratio of teachers to students with proposed qualification in the school

A/ 1: <40 __ B/1:40__ C/1 :(41-45) ___ D/1 :(46-50) __ E/ 1: >50___

Part 4: Indicators of education quality related to Process

Key: 1=Very low 2=Low 3=Moderate 4=High 5=Very high

No	Questions	5	4	3	2	1
1	The commitment of teachers to support students in teaching learning process and provide tutorial program.					
2	Teachers are competent for teaching and learning process					
3	There is adequate awareness about GEQIP in the school community in implementing the program.					
4	The extent of teachers motivation for providing assignment, home work ,class work					
5	The participation of students in different activities; like home work, class work, assignment, etc.					
6	The extent of teachers follow up and providing feedback constantly.					
7	There are comprehensive supervision schemes at the school.					

Part 5: Indicators of education quality related to output/out come

Key: 1=Very low 2=Low 3=Moderate 4=High 5=Very high

No	Questions	5	4	3	2	1
1	The extent of students' repetition rate from 2012—2014					
2	The extent of students' dropout rate from 2012-2014					
3	The extent to which continuous professional development program is provided to update the capacity of teachers.					
4	The progress of students' achievement in national examination for the last three years.					
5	The extent to which the school gives equal attention for the pillars of GEQIP in its implementation.					

6. For which pillars of the GEQIP does the school give more emphasis? ----------

---

7. Please list some of the achievements gained in implementing GEQIP in your school.

---

8. What are the challenges you observed during the implementation of General education quality improvement program?

---

9. What do you recommend on the current practices of GEQIP and its future fate?

Appendix II

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning & Management

Questionnaire to be filled by Students

The main purpose of this questionnaire is to gather relevant data and assess the achievements and challenges of general education quality improvement program implementation in government secondary schools of Arsi zone. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Instruction:

1. Don't write your name on the questionnaire.
2. Use a thick mark ☐ or "__ " to your response of each close-ended items from the given rating scales and the given alternatives.
3. Write briefly your response for open-ended items.
4. *Please, give appropriate response based on your school experience/context.*

Thank you in advance for your cooperation!

Part one: General Information and Respondents' Personal Data

Please, put a thick mark" ✔ " in the box for your response or give short answers on the blank space

1. School _____
2. Level of school 9-10 ☐ 11-12 ☐ 9-12 ☐
3. Sex Male ☐ Female ☐
4. Age 14-17 ☐ 18-20 ☐ More than 20 ☐

Part 2: Students' understanding about GEQIP

1. How do you be aware of the general education quality improvement program?
   A .very low__ B. Low__ C. Moderate__ D High__ E. Very high__
2. How do you evaluate the efforts of government involvement to improve quality of education?
   A. very low__ B. Low__ C. Moderate__ D High__ E. Very high__
3. How do you evaluate the effectiveness of the general education quality improvement program

A. Very low__ B. Low__ C. Moderate__ D. High__ E. Very high__

Part 3: Indicators of education quality related to Input

Key : 1=Very low 2=Low 3=Moderate 4=High 5=Very high

No	Questions	5	4	3	2	1
1	The extent of new text book preparations considered desirable students acquiring capacity and its attractiveness for them					
2	The availability of equipped teaching aids in pedagogical centers and laboratories.					
3	The availability of facilities used for teaching and learning process like class room ,teaching materials, library, etc.					
4	Availability of sufficient teachers in school					
5	The provision of school grants to fulfill school facilities according to its guide lines.					
6	The availability of different plans related to GEQIP implementation; like school improvement plan, TDP, etc.					

7. The ratio of text books to students in the school
   A/ 1:1 _____ B/ 1:2 _____ C / 1:3_____ D/ >1:3 _____
8. For question number 7, please list text books that have shortage: ----------
---

9. Ratio of students and class size

A/ 1: <40_____ B/1:40_____ C/1 :(41-45) _____ D/1 :(46-50) ____ E/ 1: >50___

10. Ratio of teachers to students with proposed qualification in the school

A/ 1: <40 __ B/1:40__ C/1 :(41-45) ___ D/1 :(46-50) __ E/ 1: >50___

Part 4: Indicators of education quality related to Process

Key: 1=Very low 2=Low 3=Moderate 4=High 5=Very high

No	Questions	5	4	3	2	1
1	The commitment of teachers to support students in teaching learning process and provide tutorial program.					
2	Teachers are competent for teaching and learning process					
3	There is adequate awareness about GEQIP in the school community in implementing the program.					
4	The extent of teachers motivation for providing assignment, home work ,class work					
5	The participation of students in different activities; like home work, class work, assignment, etc?					
6	The extent of teachers follow up and providing feedback for students constantly.					

Part 5: Indicators of education quality related to output/out come

Key: 1=Very low 2=Low 3=Moderate 4=High 5=Very high

No	Questions	5	4	3	2	1
1	The extent of students' repetition rate from 2012--2014					
2	The extent of students' dropout rate from 2012-2014					
3	The progress of students' achievement in national examination for the last three years.					
4	The extent to which the school gives equal attention for the pillars of GEQIP in its implementation.					

5. For which pillars of the GEQIP does the school give more emphasis? ----------

---

---

6. Please list some of the achievements gained in implementing GEQIP in your school.---

---

---

7. What are the challenges you observed during the implementation of General education quality improvement program?

---

8. What do you recommend on the current practices of GEQIP and its future fate?

Appendix III

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning & Management

FGD for PTAs

Part I: General information and respondents' personal data

1. School _____
2. Sex _____
3. Age_____
4. Level of education : Less than Diploma ___ Diploma____ Degree___ 2nd Degree _____

Part II: Please answer the following questions briefly related to the current practices of your school context.

1. What do you understand about the quality of education?
2. What is government's effort in improving quality education?
3. How do you measure quality in education?
4. Who are involved in the implementation of the GEQIP?
5. How do you monitor and evaluate the GEQIP implementation?
6. Which pillars of GEQIP do get more attention during implementation?
7. What achievements are gained in implementing GEQIP?
8. What are the challenges faced during implementation of GEQIP?
9. What do you recommend for the future improvement of GEQIP implementation?

Appendix IV

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning & Management

Interview questions for School principals and Supervisors

Part I: General information and respondents' personal data

1. School _____
2. Sex _____
3. Age_____
4. Level of education : Diploma _____ Degree_____ 2nd Degree _____
5. Qualification of subject: Major_____ Minor_____
6. Service year_____

Part II: Please answer the following questions briefly related to the current practices of your school context.

1. What do you understand about the quality of education?
2. What is government's effort in improving quality education?
3. How do you measure the GEQIP implementation in your school?
4. Who are involved in the implementation of the GEQIP?
5. How do you monitor and evaluate the GEQIP implementation?
6. Which pillars of GEQIP do get more attention during implementation?
7. What achievements are gained in implementing GEQIP?
8. What are the challenges faced during implementation of GEQIP?
9. What do you recommend for the future improvement?

Appendix V

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning & Management

Interview questions for Woreda and Zone education officials

Part I: General information and respondents' personal data

1. Woreda/Zone _____
2. Sex _____
3. Age_____
4. Level of education : Diploma _____ Degree_____ 2nd Degree _____
5. Qualification of subject: Major_____ Minor_____
6. Service year_____

Part II: Please answer the following questions briefly related to the current practices of your woreda /zone context.

1. What do you understand about the general education quality improvement program?
2. What is government's effort in improving quality education?
3. How do you measure the GEQIP implementation in your woreda or zone?
4. Who are involved in monitoring and evaluating the implementation of GEQIP?
5. How do you monitor and evaluate the GEQIP?
6. Which pillars of GEQIP do get more attention during implementation in your woreda or zone?
7. What achievements are gained in implementing GEQIP in your woreda or zone?
8. What are the challenges faced during implementation of GEQIP in your woreda or zone?
9. What do you recommend for the future improvement of GEQIP implementation?

YUNIIVERSIITII FINFINNEETTI

KOOLLEEJJII BARNOOTAA FI NAMUMMAA

MUMMEE KAROORAA FI BULCHIINSA BARNOOTAA

Gafannoo barattootaaf

Kayyoon gaafannoo kanaa qorannoo barnootaaf ta'e, galteen isaas Paakeejiiwwan mirkaneefannaa qulquuliina barnootaa naannoo Oromiyaa, Godina Arsitti milkaaiinaa fi haanqinaalee qunnaman sakkata'uu dha. Ragaaleen dhimma kanaaf funnaanaman dhimma birootiif oluu kan hin dandeenyee ta'u dursa isiniif mirkaneessaa,kana irraa ka'uun ragaa dhugaa irratti hundaa'ee akka naaf kennitan kabajaan ni gaafadha.

Ajaja

1. **G**aafannoo irratti maqaa kee hin barreessin.
2. **M**allattoo " √ " saanduqa ykn bakka duwwaa irratti filannoowwan jiraniif kaa'ii.
3. Gaaffilee deebii barreeffamaan barbaadaniif deebii ifa ta'ee barreessi.
4. Deebii kee dhugaa qabatama mana barumsaa keerratti hundaa'uun deebisi.

Hirmaannaa keessaniif galatoomaa!

Kutaa tokko: Mallattoo " √ " saanduqa ykn Bakka duwwaa jiru irratt filannoowwan jiran keessaa filadhuu.

1. Maqaa mana barnootaa ----------
2. Sadarkaa mana barnootaa (9-10) _____ (11-12) _____ (9-12) _____
3. Saala dhiira _____ dubara _____
4. Umrii Waggaa 14-17 ____ waggaa 18-20 _____ waggaa 20oli _____

Kutaa lama : gaafileen armaan gadii haala walii gala hubanoo qulquliina barnootaa irratti jirun walqabata. Kanaafu deebii kee filannoowwan kennaman keessaa filadhuu.

1. Hubannaan qulqullinna barnootaa irratti qabdu maal fakkata?

Baay'ee gad aanaa ___ Gad aanaa ___ Jiddugaleessaa ____ Olaanaa ____ Baay'ee olaanaa ____ 2. Sochii mootummaan qulqullina barnootaa mirkaneessuuf taasiisaa jiru maal fakkata? Baay'ee gadi aanaa ____ Gad aanaa ___ Jiddugaleessaa ____ Olaanaa ___ Baay'ee olaanaa ____

3. Pakkejii mirkaneefannaa qulqullina barnootaa bu'a qabessumaa isaa akkamin hubata ykn madaalta ?

Baay'ee gadi aanaa ___ Gad aanaa ___ Jiddugaleessaa ___ Olaanaa ___ Baay'ee olaanaa ____

Kutaa sadii : Mul'istoota qulqullina barnootaa leecalloon /input/ walqabatan

Furtuu : 1= Baay'ee gadi aanaa 2= Gad aanaa 3= jiddugaleessaa 4= Olaanaa 5= Baay'ee olaanaa

T/L	Gaafiilee	5	4	3	2	1
1	Kitaabileen haaraa qophaa'an dandeetii barachuu barattootaa kan tilmaama keessa galchee fi hawwataa ta'u isaa					
2	Handhurrii gabbissa barnootaa meeshaleen guutamee tajaajila kennaa jiraachu isaa					
3	Golli barnootaa adeemsa baruu fi barsiisuutiif haawwataa ta'e meeshaaleen guutamuu isaa(gabatee gurraacha,ifa gahaa,teessoo barattoota,kkf)					
4	Mana barumsaa barsiisota gahaa sadarkaa guttatan qabaachuu isaa					
5	**"School grant"** haala qajeelfama issatiin fayyadamuun faasiliitii barnootaa guutuun walqabate haali jiru					
6	Karoorota adda addaa kan **PMQB'n** wal qabatan jiraachuu.fkn karoora **SFMB,DOW**,kkf					

7. Reeshiyoo / hirrii/ kitaabaa barataaf mannii barumsa qabu

1:1 ____ 1:2 _____ 1:3 ____ 1:3oli _____

8. Gaafii 7ffaa irratti kitaabileen hanqina qabaan yoo jiraatan yaa taarreefam

---

9. Reeshiyoon ykn hirri barattoota gola tokkooti barattan A/1:40 gadi _____ B/1:40 ___ C/1:(41-45) ___ D/1:(46-50) ___ E/1: 50oli _____

10. Reeshiyoon ykn hirri barsiisaa fi barataa sadarkaa barbaadamuuf barbaachisuu kan qaban jiraachuu.

A/1:40gadi ___ B/(1:40) _____ C/1:(41-45) ___ D/1:(46-50) ____ E/1:50 oli _____

Kutaa Afur : Mul'istoota qulqullina barnootaa adeemsaan /process/ wal qabatan

Furtuu : 1= Baay'ee gadi aanaa 2= Gad aanaa 3= jiddugaleessaa 4= Olaanaa 5= Baay'ee olaanaa

T/L	Gaafiilee	5	4	3	2	1
1	Kutannoo barsiisotni barattoota ofii deeggaruuf adeemsa baruu fi barsiisuu keessatti taasisan					
2	Barsiisotni adeemsa baruu fi barsiisuu keessatti dorgomaa ta'uu issaanii					
3	Hubannoon gahaa waa'ee raawwii PMQB irratti hawaasa mana barumsaatiif taasifamuu isaa					
4	Kaka'umsii barsiisotni barattootaaf yaaliwwaan adda addaa,hojii daree, hojii manaa kkf kennuuf taasisan					
5	Hirmaannaa barattootni hojii daree, hojii manaa,yaaliwwaan adda addaa keessatti qooda fudhachuuf taasisaa jiran					
6	Kaka'umsii barsiisotni hordoffii fi dubdeebii barattootaaf walittii fufiinsaan kennuun walqabatee haala jiru					

Kutaa shan : Mul'istoota qulqullina barnootaa bu'aan /output /wal qabatan

Furtuu : 1= Baay'ee gadi aanaa 2= Gad aanaa 3= jiddugaleessaa 4= Olaanaa 5= Baay'ee olaanaa

T/L	Gaafiilee	5	4	3	2	1
1	Haala sadarkaa irra deebii barattootaa /repetition rate/ bara **2004-2006** jiru					
2	Haala sadarkaa haftee barattootaa /dropout rate/ bara **2004- 2006** jiru					
3	Fooya'nsii bu'aa qabxii barattootaa qorumsa biyyolessaan waggootan sadeen darban mul'ate sadarkaa irra jiru					
4	Xiyyeeffannoo manni barumsaa sagantaalee **PMQB** jahan walqixa hojiirra oolchuuf taasisaa jiru					

5. Sagantaa paakejii mirkaneeffanaa qulqullina barnootaa jahan keessaa xiyyeeffannoo olaanaan kan kennameef isaan kamiif? Tarreessii. ----------

---

---

6. Bu'aalee /foyya'insa / hojiirra olmayaa sagantaa PMQB argaman keessaa isaan muraasa tarreessi.----------

---

---

7. Rakkolee /gufuuwwan/ hojiirra olmayaa sagantaa paakeejii mirkaneeffannaa qulqullina barnootaa mudatan maalfa'a? Isaan beektuu tarreesi.----------

---

---

8. Yaada ijaarsaa ykn foyya'insaa kan walii gala raawwii paakeejii mirkaneeffannaa qulqullina barnootaa fulduraaf taasifamuu qabuuf qabduu gabaabinaan tarreessii.----------

---
