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Executive Summary

Ethiopian school inspections assess education quality using techniques like observations, interviews, and records evaluation. Schools with good performance receive publicity and awards. Improvement plans should identify areas for improvement, outline actions, and offer professional development opportunities.

School inspections in the country evaluate teaching quality, student achievement, leadership, management, and effectiveness, while Ethiopia's education sector uses data and performance metrics to impact leaders, teachers, and communities.

The national school inspection framework categorizes primary and secondary schools into four levels based on input and output standards. Input standards focus on infrastructure, facilities, staff, financial resources, learning environment, and participatory improvement planning. School leaders play a crucial role in improving performance and student achievement.

Teachers' professional development enhances skills, data analysis guides curriculum, instructional materials, and strategies, while parental involvement fosters collaborative school-home partnerships. Behavior management, clear expectations, consequences, and reinforcement ensure effective student learning and performance.

The graph shows the regional average school inspection performance, with Addis Ababa having low levels of Level-1 schools. Data integration is crucial for quality improvement programs, but managing heterogeneous data and privacy can be challenging. Factors like inspectors' biases, training, experience, and reasoning biases impact decision-making and accuracy. The **HEATMAP** graph strongly correlates with overall performance, effective teacher activities, student engagement, community engagement, financial resource adequacy, and participatory improvement programs.

1. Introduction

The Ethiopian school inspection was conducted by the Ministry of Education and Regional Education Bureau jointly to assess and evaluate the quality of education and overall performance of schools. These inspections can cover a variety of areas including infrastructure, facilities, curriculum, teaching methodologies, student personal development, school community, and engagements. The purpose of school inspections is to ensure that schools are meeting certain standards and providing high-quality education to students. Inspectors often employ a variety of techniques to assess schools, including on-site observations, staff and student interviews, and evaluation of school records and paperwork.

Inspections can make recommendations for improvement and help identify the positives and negatives of a school's improvement program, student attainment, and personal development.

While schools that are found below the minimum required standard may experience repercussions like necessary interventions or funding loss, schools that perform well during inspections may earn favorable publicity and awards.

There are some possible strategies that are most effective for the specific needs and challenges the school faces. Some possible strategies that could be considered as part of a school improvement program include:

➢ Create a detailed improvement plan for the school that describes specific areas for improvement as well as the exact actions that will be taken to address these areas.

➢ Providing teachers and staff with continual professional development opportunities so they can hone their abilities and knowledge and keep up with the newest approaches and best practices.

➢ Improving parent and community interaction and communication in order to increase support for the school and promote more involvement.

➢ Measuring success, identifying areas for additional improvement, and giving teachers, students, and other stakeholders feedback through data analysis and evaluation.

Schools can endeavor to raise the standard of education they deliver, create a pleasant and encouraging learning environment, and support students in realizing their full potential by putting these and other initiatives into practice.

2. Objectives

The primary objectives of this joint report is :-

➢ To make sure that the quality education service fulfills with the requirements and standards that have been set forth.

➢ During the school improvement program processes, find and reduce the source of input in the improvement of quality education.

➢ To find and fix problems in order to increase student attainment and personal development.

➢ To keep the community happy by making sure the quality of education improvement status and satisfies their requirements and expectations.

➢ To make certain that all legal and regulatory obligations are met.

➢ Constantly reviewing and assessing the education quality and making adjustments as appropriate.

➢ To promote a culture of excellence and ongoing development within the education sector.

3. Main Data Sources

School inspection is a widely used mechanism for ensuring school quality and accountability. In the country, Woreda inspectors are responsible for inspecting schools to ensure that they meet a set of standards that are set out by the government. School inspections involve visiting schools on a regular basis and evaluating a wide range of factors, including teaching quality, achievement of students, leadership, and management, and the overall effectiveness of the school. Schools are graded on a four-Levels scale, with the highest rating of 'Well above the standard' indicating that the school is performing exceptionally well, and the lowest rating of 'Below the standard' indicating that the school requires significant improvement.

Although investigation suggests that school inspections can have a positive impact on student outcomes, criticisms include the focus on high-stakes testing, which may have a negative impact on creativity and collaboration. The emphasis on performance metrics can create a culture of "teaching to the test", and not providing students with a well-rounded education. Additionally, the grading system used in inspections can be stressful for teachers and can lead to an increase in workload. Furthermore, schools practicing "teaching to the test" may have a negative impact on the learning experience of students.

In addition to criticisms of high-stakes testing, research suggests potential issues with teacher workload and support in low-performing schools.

For example, teachers in low-performing schools may experience more stress due to the pressure of school inspections and lack of support from school leadership. Additionally, inspections tend to focus on academic progress and may not give enough attention to the well-being and overall development of students. This can lead to an overemphasis on achievement at the expense of other important areas of learning and development.

Another theme in the literature on school inspection includes the role of inspection frameworks. The structure of the framework can impact a school's performance, and it is important to develop a framework that supports school quality and student outcomes. Inspection frameworks that focus heavily on high-stakes testing and performance metrics may tend to create a culture of teaching to the test and miss important factors such as student well-being and development.

Lastly, the research examines the use of data and performance metrics in inspections. While such data have been recognized as useful tools to monitor and improve learning, the over-emphasis on data and performance metrics can lead to narrowing the curriculum as well as an unproductive focus on addressing only outcomes targeted in data.

3.1 School Inspection in Ethiopia GEID

The second main source of data on Ethiopia's education sector in the MoE's is the General Education Inspection Directorate (GEID) which generates inspection and quality assurance data for all the schools. The Inspection Directorate works as an independent external evaluation body that assess the quality and effectiveness of education in schools in terms of input, process and output standards. These measurements are evaluated against 26 comprehensive standards during a school visit of two to three days. The standards structured in different focus areas, such as school infrastructure, human and financial resources, participatory school improvement planning, learning effectiveness, teaching effectiveness, school and community engagement, and other aspects of the overall school development.

Once inspected, schools are classified into 4 **Levels** based on the overall performance (input, process & output) score. The MoE considers that schools meet and exceed the standards if they are on **Level** 3 and **Level** 4, respectively. However, **Level 1 and** 2 schools are considered as needing to be upgraded. The inspection process is a rigorous process that requires a large investment of time.

The MoE and REBs cover all the primary and secondary schools in the country during a span of three years. So far the GEID has conducted two rounds of inspection. The first round of school inspection was conducted between

2006-2008 E.C. (2013/14-2015/16) covering a total of 34,126 schools across nine regions and two City Administrations. The second round of national inspection started in the same year 2010-2012 E.C, covering a total of 28,900 schools in all regions and two city administrations.

This report is a quantitative descriptive research-based analysis. The population was the third round of primary and secondary school inspection of 2022/23. The dataset collection technique was carried out using a checklist by Woreda [1]inspectors. The results of this report showed there is a significant influence on the quality of the school leader, teacher, and community.

The national school inspection framework classifies primary and secondary schools into four **Levels**[2].

3.2 GEID focus areas used for the report

The national school inspection framework is structured by input process and output standards. Input standards focus on the school infrastructure, facilities, academic and supporting staff, financial resources, a conducive learning environment, and participatory school improvement planning.

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[1] Woreda Education office is Ethiopian Education structure above school level and below zonal office.
[2] Level-1 "Below the standard", Level-2 "Under Progress", Level-3 "Meet the standard" and Level-4 "Well above the standard"

Similarly, process standards focus on teachers' instructional activities, learning effectiveness, monitoring and evaluation by school principals on the implementation of plans, school community engagement, and effective resource utilization. School **Level,** Infrastructure and Facilities, Participatory school improvement planning, Teachers' instructional activities monitoring and evaluation by school principals, Effective resource utilization, and School community partnership. The school leader's role is crucial in improving teacher instructional activities and student achievement.

The school inspection data analysis aims to determine the **Level** of significance of the effect of

- ➤ School leadership on teacher performance,
- ➤ The quality of the school leadership on student attainment and personal development,
- ➤ The teacher's instructional activities on student attainment.
- ➤ The contribution of parental career modeling to the outcomes of student engagement, school values, and future time perspective.

This report examined the contribution of input and process focus areas to the outcomes of student engagement and school values. It was found that school community engagement and teachers' instructional activities modeling accuracy significantly contributed to all three of the dependent variables.

This suggests that interventions should be used to increase student learning activity, values of the school, and future time perspectives.

The analysis was carried out through a prediction model for identifying schools' most correlated focus areas which are listed below.

- ➤ **School community engagement**: The school fosters strong partnerships with parents and the local community, encouraging active participation in the learning process. Regular information is provided on students' behavior, financial utilization, and other issues. Parents support children's learning at home and actively participate in PTSA activities. The school serves as a center of excellence for the community, and parents express satisfaction with its performance.
- ➤ **Financial resources**: The school has secured financial resources to improve its teaching-learning process and execute priority areas. It has received a **Block Grant** and used it effectively. The school has raised funds from parents, the community, and NGOs, generating income and boosting financial capacity. The school has well-organized financial documents and secured support through strong relationships with parents, local communities, and partner organizations. The increased participation of parents and the community has led to a sense of ownership in the school's affairs.

- **Participatory school improvement plan**: The school shared its vision, mission, and values, prepared a participatory improvement plan, identified priorities, and prepared strategic and annual plans involving stakeholders.

- **Effective student learning**: Students have shown increased learning and participation, persevering with tasks, actively participating in questions, and supporting each other through 1 to 5 network formations. They are actively participating in clubs, Children's Parliaments, and Student Councils, making progress in their learning. They prioritize all subjects, avoid copying, and have positive attitudes toward their school.

  They are satisfied with services, provide support, evaluate teachers, and respect the school community. They have also implemented school rules and regulations.

- **Teaching effectiveness**: Teachers implement well-planned, suitable materials, and technology-based teaching methods to achieve high educational results. They use active learning, pair work, group work, and individual work, and offer special support for female and special needs students. Teachers conduct accurate assessments, provide feedback, and analyze student results, with parents also providing feedback.

- **Record information on girls and students with special need education and support:** The school records data on female and special needs students, offering special support to improve their attainment and female students' success.

- **Monitoring and evaluations by leaders on the implementation of plans and effective utilization of resources:** The school's leadership and stakeholders oversee plan implementation, with community and SIP committees providing support. The CPD committee identifies improvement areas, and the leadership monitors learning and club plans. The school allocates a budget for priority SIP areas.

- **School internal efficacy**: The school achieved national education access, internal efficiency, and sector development goals, enrolling all children, gross enrollment, net enrollment, gender ratio, dropout rates, and repetition rates.

- **Student attainment**: Students' examination results have improved, with all students scoring 50% or above in each subject. Special support for female students and students with special needs has contributed to these improvements. The school's regional and national results align with the school's plan.

> ➢ **Student Personal development:** Students exhibit responsible behavior, ethical values, cultural understanding, and environmental protection. They are disciplined, respect the school community, implement values, and rules, and promote a culture of coexistence and dialogue.

4. **Instruments used**

There are a variety of statistical tools implemented in this analysis joint report. Some of commonly used tools include:

> ➢ **Descriptive statistics:** used to summarize and describe the basic features of data in a report, such as central tendency, variability, and distribution.
>
> ➢ **Inferential statistics:** used to make inferences about a population based on a sample, and to test hypotheses and draw conclusions from the data.
>
> ➢ **Regression analysis:** used to model the relationship between two or more variables in a report, and to make predictions based on that relationship.
>
> ➢ **Time series analysis:** used to identify patterns and trends in data collected over time.
>
> ➢ **Data visualization tools:** such as charts, graphs, and maps, are used to help present and communicate the data in a clear and understandable way.
>
> ➢ **Data Analysis Platform:** MS Excel, QGIS, and Python using Jupyter Notebook are utilized for the data analysis process for this joint report.

These tools are used individually or in combination, depending on the specific needs of the three data source desk analysis process and the type of report being analyzed.

5. **Data analysis**

5.1 GEID (Disaggregated by woreda and school)- with maps and charts

The data source for this analysis is in the year 2021/22, which is 20% of the third round primary and secondary school inspection. The analysis is based on the quantitative data collected from regions by 26 different inspection standards and the analysis involves understanding the data, summarizing and visualizing it, and identifying patterns and trends of the region.

The following figure visualizes the location of some secondary schools that we are using for the school inspection analysis report. The political administration boundary is considered by zonal administration geospatial data.
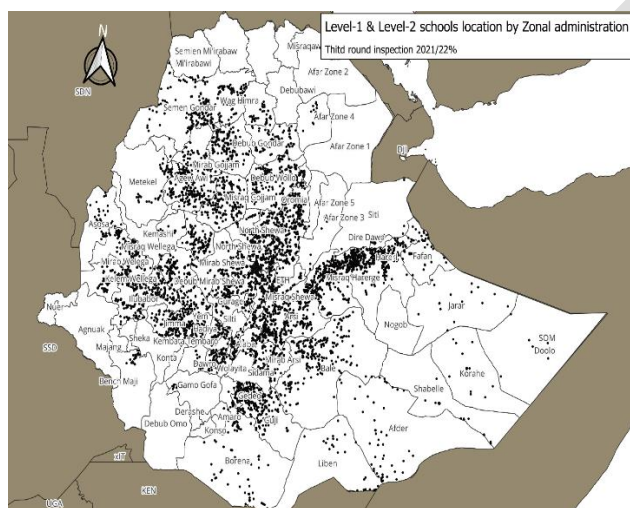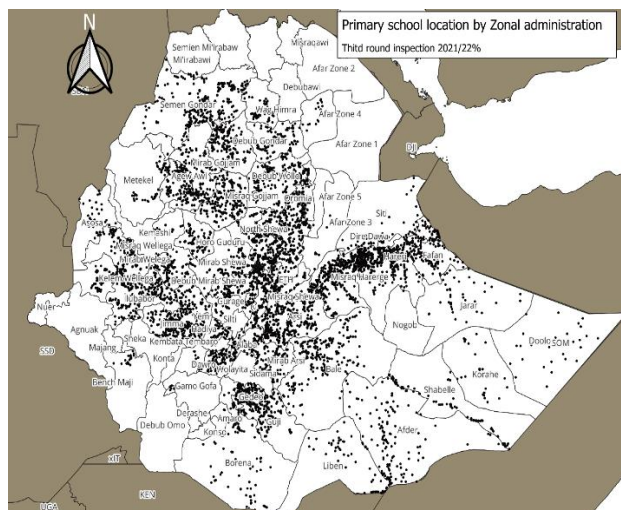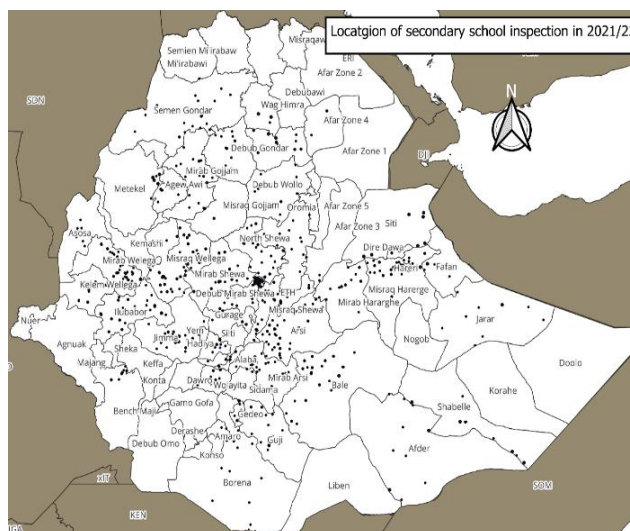
Table 1 **Comparison of Regional trends for the three rounds of primary school inspection**

Region	2013-2015				2017-2019				2021/22			
	Level -1	Level -2	Level -3	Level -4	Level -1	Level -2	Level -3	Level -4	Level -1	Level -2	Level -3	Level -4
Addis Ababa	10%	70%	19%	1%	2%	66%	32%	0%	0%	60%	40%	0%
Afar	68%	29%	3%	0%	70%	28%	1%	0%	46%	51%	3%	0%
Amhara	22%	67%	11%	0%	17%	73%	10%	0%	13%	75%	12%	0%
Benishangule	51%	47%	2%	0%	41%	55%	4%	0%	11%	87%	2%	0%
Diredawa	8%	89%	3%	0%	10%	82%	8%	0%	4%	88%	8%	0%
Gambella	69%	26%	5%	0%	32%	65%	3%	0%				
Harari	14%	55%	31%	0%	27%	56%	17%	0%	10%	60%	30%	0%
Oromia	29%	64%	7%	0%	24%	70%	6%	0%	9%	75%	16%	0%
Sidama									6%	68%	26%	0%
SNNPR	25%	69%	6%	0%	11%	78%	11%	0%	12%	69%	19%	0%
Somali	82%	18%	0%	0%	76%	24%	0%	0%	72%	28%	0%	0%
SWEPR									21%	73%	6%	0%

	5%	63%	32%	0%	24%	71%	5%	0%				
Tigray	5%	63%	32%	0%	24%	71%	5%	0%				
National	27%	64%	9%	0%	23%	69%	8%	0%	18%	68%	14%	0%

The table shows the three rounds of primary school performance by inspection standards trend across regions. From the third round (2021/22) shows that Somali region has the highest proportion (72%) whereas, Addis Ababa city has the lowest proportion no **Level** 1 schools.

The performance of primary schools by region shows that Diredawa city administration has the highest proportion (86.7%) while, Somali region has the lowest proportion (19.4%) in **Level** 2 schools. The performance of primary schools by region shows that Addis Ababa, Harari and Sidama regions has better proportions (40%, 30% and 26%) whereas, Somali region has no **Level** 3 schools at all. Similarly Afar, Benishangule and SWEPR region 3%, 2%, and 6% respectively. Nationally the proportion of primary schools at **Level** 1 is 18%, **Level** 2 is 64% and **Level** 3 is 14%.

Table 2 Regional trends for the three rounds of secondary school inspection

| Region	First Round (2013-2015)				Second Round (2017-2019)				Third Round (2021/22)			
	Level-1	Level-2	Level-3	Level-4	Level-1	Level-2	Level-3	Level-4	Level-1	Level-2	Level-3	Level-4
Addis Ababa	8%	58%	33%	2%	0%	85%	15%	0%	2%	50%	48%	1%
Afar	76%	24%	0%	0%	57%	43%	0%	0%	18%	73%	9%	0%
Amhara	14%	72%	15%	0%	10%	77%	13%	0%	16%	67%	17%	0%
Benishangule	50%	45%	5%	0%	22%	75%	3%	0%	31%	69%	0%	0%
Diredawa	0%	67%	33%	0%	0%	83%	17%	0%	0%	80%	20%	0%
Gambella	40%	40%	20%	0%	47%	53%	0%	0%				
Harari	0%	60%	40%	0%	0%	50%	50%	0%	0%	67%	33%	0%
Oromia	15%	68%	17%	0%	10%	73%	17%	0%	3%	63%	34%	0%
Sidama									0%	30%	70%	0%
SNNPR	13%	71%	15%	0%	2%	69%	28%	0%	4%	63%	32%	1%
Somali	52%	46%	2%	0%	50%	44%	6%	0%	44%	53%	2%	0%
SWEPR									30%	50%	20%	0%
Tigray	14%	79%	7%	0%	29%	68%	3%	0%				
National	16%	67%	16%	0%	13%	71%	16%	0%	10%	60%	30%	0%

The table shows the three rounds of secondary school performance by inspection standards trend across regions. The performance of secondary schools by region shows that Somali region has the highest proportion (44.%) whereas, Sidama, Harari region and Diredawa City Administration have no **Level** 1 schools. Diredawa City Administration has the highest proportion (80%) while, Sidama region has the lowest proportion (30%) in **Level** 2 secondary schools. The performance of secondary schools

by region shows that Sidama region has the highest proportion (70%) whereas, Benishangule and Somali regions have the lowest **Level** 3 schools. At the national **Level,** the proportion of secondary schools at **Level** 1, **Level** 2, and **Level** 3 is 10%, 60%, and 30% respectively[3].

Analysis by Urban vs Rural Schools

According to the annual Education Statistical Abstract (2021G.C), around 75 to 80% of schools at national level are found in rural areas. Accordingly, **Figure**.2 shows the comparison of the distribution of urban and rural schools by regions and performance level as per the inspection standards.

Fig 2: -Comparison of urban and rural schools **third round** inspection across regions by levels
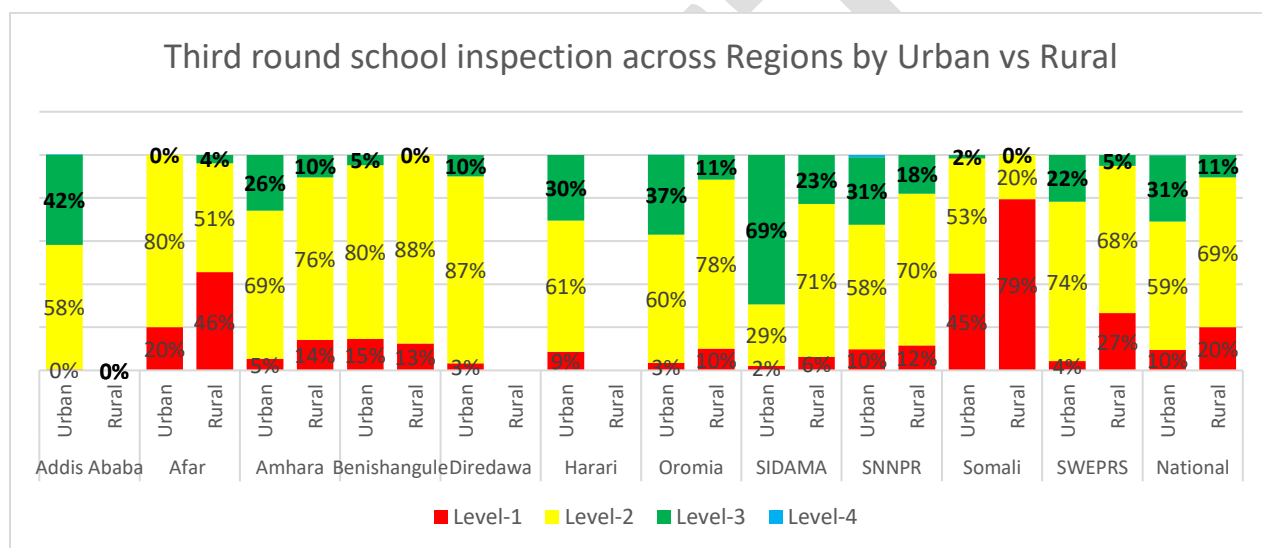
As can be observed in the above **Figure**, 20% of them belong to Level 1, 69% to **Level 2** and 11% to **Level 3** in rural areas at the national level. On the other hand, 10%, 59% and 31% belong to **Level** 1, **Level 2** and **Level 3** respectively in urban area. In both locations, the majority of schools are found at **Level 2** representing 59% for urban schools and 69% for rural schools.

Nevertheless, The Somali region differs most from the national average in terms of the percentage of Level 1 schools (59%) than any other region. In addition, both Somali and Afar region has the biggest variation (34% and 26%) between the proportion of **Level 1** schools in urban and rural schools.
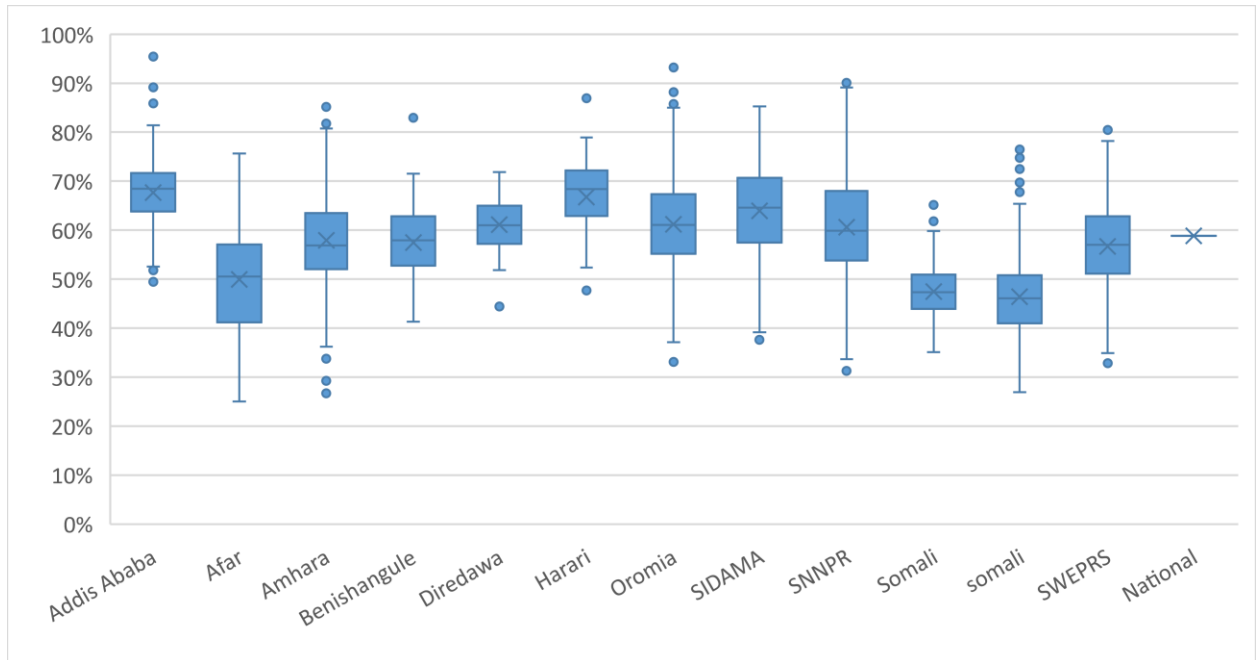
Regions Performance by school inspection focus areas

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[3] Nationally the proportions of level 4 schools are negligible (primary 0.1% and secondary 0.2%)

The national school inspection focus areas during inspection services are focused on a range of areas, including The quality of teaching, learning, and, personal development, the effectiveness of leadership and management of the school, student academic achievement, and progress. These focus areas are designed to assess the overall quality of the school and to identify any areas where improvements can be made. The following table shows the performance of the selected focus areas by region.

Row Labels	Average performance by Financial resource and utilization	Average performance by School improvement planning	Average performance by learning engagement	Average performance by support for girls and special education needs	Average performance by teachers instructional activities	Average performance by monitoring and evaluation by school principals and effective resource utilization	Average performance by parent school engagement	Average performance by internal efficiency	Average performance by student attainment	Average performance by student personal development
Addis Ababa	66%	67%	70%	64%	68%	65%	67%	73%	69%	73%
Afar	47%	56%	52%	44%	52%	50%	52%	51%	49%	51%
Amhara	55%	60%	58%	49%	59%	60%	57%	60%	54%	61%
Benishangule	55%	69%	57%	58%	58%	59%	56%	64%	49%	59%
Diredawa	61%	64%	63%	54%	62%	63%	63%	59%	57%	67%
Harari	66%	70%	67%	63%	65%	65%	69%	72%	55%	72%
Oromia	61%	60%	63%	51%	62%	62%	65%	63%	57%	68%
SIDAMA	60%	66%	66%	70%	63%	67%	66%	65%	62%	66%
SNNPR	59%	64%	62%	57%	61%	63%	61%	62%	58%	63%
Somali	40%	45%	50%	42%	48%	48%	51%	48%	48%	51%
SWEPRS	53%	57%	57%	53%	57%	57%	57%	62%	56%	61%
National	**57%**	**59%**	**60%**	**51%**	**60%**	**60%**	**61%**	**61%**	**56%**	**64%**

Average performance of primary and secondary schools by regions

The above graph shows regional average values by school inspection performance. there are six regions that are above the national result: Addis Ababa, Diredawa, Harari, Oromia, Sidama and SNNP. Addis Ababa's result, being close to the cutoff point of Level-3, shows they have low proportions of Level-1 schools.

Data integration refers to the process of combining data from multiple sources into a unified view, providing users with a complete and accurate understanding of the data. This process can be essential in general education quality improvement program domains, particularly as education sectors are using big data and the need to share existing data increases. In order to integrate data, it is often necessary to retrieve it from numerous databases and systems, clean it up, process it, and then combine it into a single, unified format. Giving them a more comprehensive perspective of their data and encouraging cooperation across stakeholders, can aid general education in improving their decision-making processes. However, dealing with heterogeneous data, assuring data quality, and managing data privacy and security can all be difficulties that come with data integration.
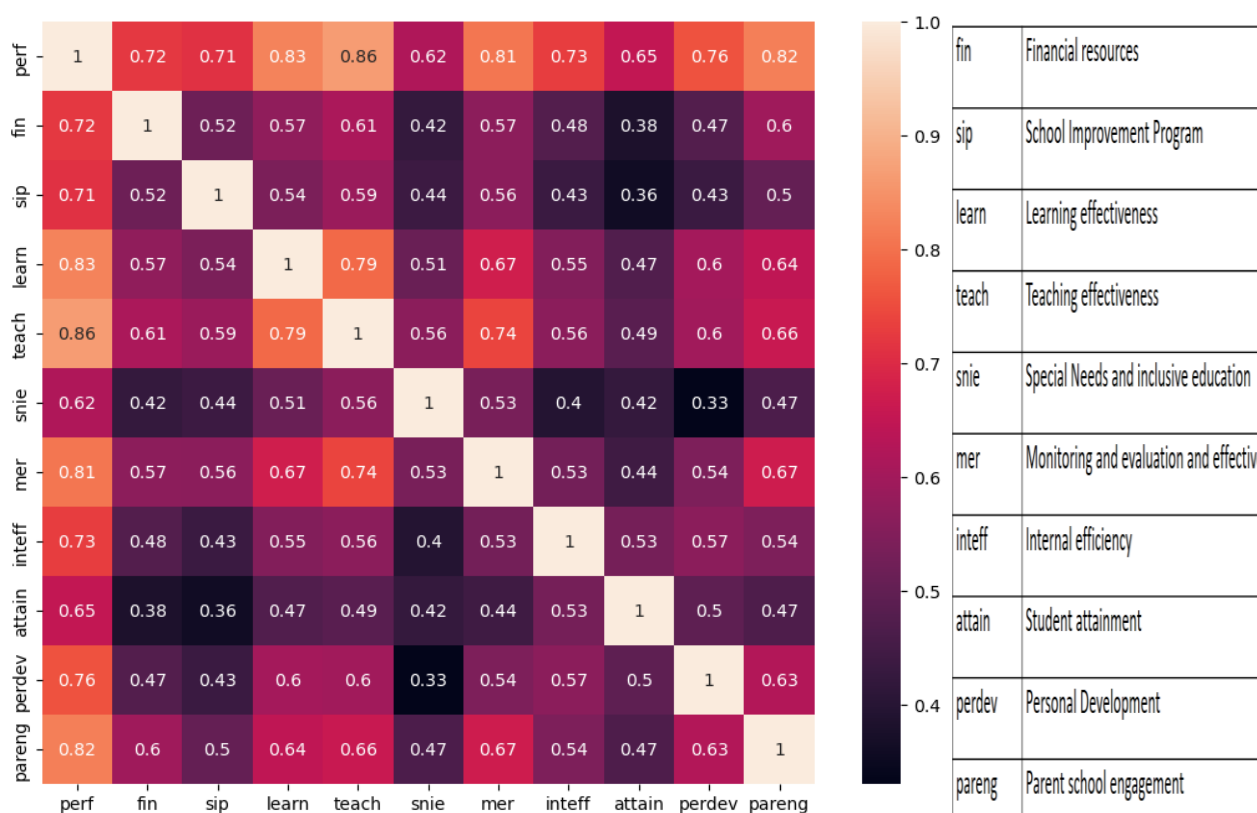
Third round school Inspection
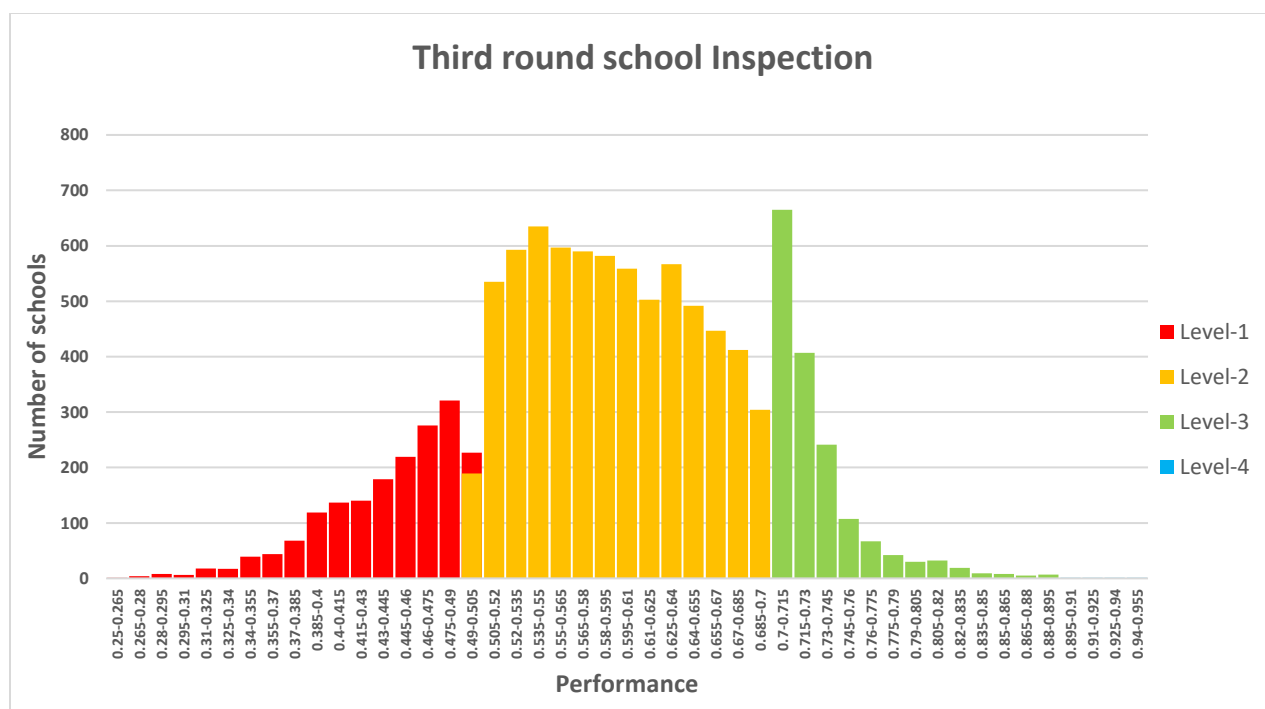
Over 70% of secondary and 85% primary schools fall within Inspection Level-1 and Level-2, with a significant increase in schools on the right side of thresholds. On the other hand, the variation of the bars across each groups in horizontal direction the number of schools into suddenly rise up at the cutoff points of *Level-2* and *Level-3*. This might be due to inspectors' biases include training, experience, reasoning biases like computation and automation, and inspection process plan. All these factors impact decision-making and inspection accuracy.

Column1	coef	std err	t	P>|t|	[0.025	0.975]
Intercept	1.1231	0.086	13.045	0	0.954	1.292
fin	0.0689	0.001	53.696	0	0.066	0.071
sip	0.0944	0.001	84.686	0	0.092	0.097
learn	0.1019	0.002	45.775	0	0.098	0.106
teach	0.1528	0.002	61.948	0	0.148	0.158
snie	0.0397	0.001	36.634	0	0.038	0.042
mer	0.0824	0.002	44.981	0	0.079	0.086
inteff	0.0924	0.001	66.55	0	0.09	0.095
attain	0.088	0.001	67.477	0	0.085	0.091
perdev	0.1159	0.002	76.323	0	0.113	0.119
pareng	0.134	0.002	77.246	0	0.131	0.137

Heatmap

Correlation heatmaps visualize the strength of relationships between numerical variables, helping to understand their relationships and outliers. They can identify linear and nonlinear relationships, with color-

coding making it easy to identify them. A sample correlation heatmap was created to understand linear relationships in a school inspection data set.

The above **heatmap** shows the correlation coefficient **R** of the third round schools inspection variables relationship. The relationship between these variables are shown using a different color spectrum from darkest to brightness. The lighter colors indicate stronger correlations, while darker colors indicate weaker correlations. The correlation coefficient is measures the strength and direction of the linear relationship between the two variables. Stronger correlation and values closer to 1 while weak correlation and values closer to 0. [4]

It's important to note that the strength of the correlation coefficient does not imply causation, and other factors may be influencing the relationship between these variables being analyzed.

Correlation between school overall performance against other variables

Form the above heatmap graph, once we observe that effective teachers instructional activities, effective student learning engagement, strong school community engagement, adequacy of financial resources, and participatory school improvement program have strong relation with school overall performance.

➢   [4] If the correlation coefficient is between 0.7 and 1, it is considered a strong correlation.
➢   If the correlation coefficient is between 0.3 and 0.7, it is considered a moderate correlation.
➢   If the correlation coefficient is between 0 and 0.3, it is considered a weak correlation.

On the other hand, student attainment and documentation of girls and students with special need education and support have moderate relationship with the school overall performance. This indicates that schools have given special attention to the above-mentioned variables to perform better scores by the inspection standards.

Correlation between financial resources against other variables

The relationship between financial resources against the selected variables shows that all variables have a moderate relationship. Most of the variables except internal efficiency, student personal development, special support for females and students with special needs, and student attainment are below 0.5.

Participatory school improvement planning against other variables

Participatory school improvement planning has a strong relationship to school overall performance. Whereas all other variables have a moderate relationship with a maximum of 0.61 and minimum of 0.38. Different literature shows a participatory school improvement planning and implementation requires effective monitoring and evaluation by school participants. Similarly, the ultimate utilization of resources can contribute to the school overall performance.

Effective learning engagement against other variables

The relationship between effective learning engagement against the selected variables shows that all variables have a moderate relationship except teachers instructional activities. This shows school should give special attention to school community engagement to improve students learning effectiveness.

Effective teachers instructional activities against other variables

Student learning engagement and effective monitoring and evaluation by school principals have strong relationship with teachers instructional activities. The remaining variables have a moderate relationship. One observes that the relationship between teachers instructional activities to student **attainment is considerably the lowest relationship score.**

Effective teachers instructional activities against other variables

Student learning engagement and effective monitoring and evaluation by school principals have a strong relationship with teachers instructional activities. The remaining variables have a moderate relationship. One observes that the relationship between teachers instructional activities to student attainment is considerably the lowest relationship score.

6. Conclusion & Recommendation

The third rounds school inspection address the improvement of quality education in primary and secondary school should focus on :

- **Teacher training and development**: This includes providing teachers with the knowledge and skills they need to teach effectively, as well as providing them with opportunities to learn and grow.
- **Teachers instructional activities**: This includes teachers delivering information but may not engage students and promote active learning. Discussions, group work, projects, experiments, and field trips are all effective ways to engage students but can be challenging to manage and time-consuming.
- **Assessment**: This includes using assessment to measure student learning and to provide feedback to teachers and students. It is essential to use assessment effectively in order to improve the quality of education. Using assessment to identify areas where students need more support, and to provide feedback that is helpful and actionable.
- **School leadership**: This includes setting the vision for the school, creating a positive learning environment, and ensuring that all students have the opportunity to succeed.
- **School community engagement**: This includes providing parents with the information they need to support their children's learning, and encouraging them to be involved in their children's education.
- Stakeholders: This includes working with the stakeholders to get support for education, and to provide resources to schools.
- **ICT technology**: This includes using technology to deliver instruction, provide personalized learning, and support collaboration.
- **Action research implementation by teachers**: This includes using research to inform decisions about case study on low achiever student, late comer students, and to develop new and innovative approaches to teaching and learning.
- **Continuous school improvement program:** This includes a commitment to continuous improvement, and to using data to track progress and make necessary changes.

By focusing on these activities, it is possible to make significant progress in ensuring that all schools have improve the quality of education and also students improve their attainment and personal development.

A culture of continuous improvement in education is crucial, involving openness to new ideas and evidence-based changes. Collaboration among teachers, administrators, parents, and community members is essential for significant progress in improving the education system.

7. Annex

The national school inspection framework standards.

Standard 1: The school has fulfilled and is in line with the set standards for classroom and other buildings, facilities, pedagogical resources and implementing documents.

Standard 2: The school has fulfilled financial resources to improve the teaching-learning process and execute its priority areas.

Standard 3: The school has sufficient suitably qualified directors, teachers and support staff.

Standard 4: The school has created a conducive learning and teaching environment which is safe, secure for the school community

Standard 5: The school has created a well-organized Education Development Army

Standard 6: The school has shared vision, mission and values.

Standard 7: The school has prepared participatory school improvement plan.

Standard 8: Students' learning and participation has increased.

Standard 9: Students make have made progress in their learning.

Standard 10: Students show positive attitudes towards their schools.

Standard 11: Teaching is well planned, is supported by suitable educational resources, and is aimed to achieve high educational attainment.

Standard 12: Teachers have adequate knowledge of the subject they teach.

Standard 13: The leadership of the school and teachers have used appropriate and modern teaching methods that helped increase all students' participation.

Standard 14: The school keeps record of data regarding females and students with special needs; provides special support.

Standard 15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) programme.

Standard 16: The school leaders, teachers, students and support staff are working as a team, organized in Development Army.

Standard 17: Teachers evaluate, give feedback on whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.

Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback.

Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity.

Standard 20: The school has established and implemented a system for proper utilization of human, financial and material resources.

Standard 21: The school has forged strong partnership with parents and the local community.

Standard 22: The school has successfully met the national education access, internal efficiency and education sector development program goals.

Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of performance.

Standard 24: Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment.

Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practices.

Standard 26: The school has secured support due the strong relation it has created with parents, local community and partner organizations.

8. Reference

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