

Research Article

Woreda's Education Office Leaders Perceptions in Implementation of the New Education and Training Policy of Ethiopia (2023): Evidences from Fiche, Woliso and Saja

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Abstract

The main purpose of the study was to investigate woreda's education office leader's perceptions in implementation of the new education and training policy of Ethiopia (2023). Three basic research questions were raised to conduct the study. Qualitative research method was employed to provide better understanding of research problems. A case study research design was employed to examine the presence of a specific phenomenon of a person or organization related in-detail. Data were collected from three woreda's education office leaders and included eight participants selected using purposive sampling techniques. The data were analyzed thematically and manually using excels spreadsheet. The results confirmed that woreda education offices leaders have insights on Ethiopia's new education and training policy. As much as possible they were providing technical support, assigning teachers, budgets and material support for schools to ensure the achievement of the new education and training policy. However, there is a shortage of providing support like, technical, material, assigning adequate teachers and budget resources to schools. Therefore, school facility, lack of trained man power and inadequate funding were the major challenges of the schools. The study recommended that educators, teachers, parents and educational supporters need to provide continuous technical and material support to schools. The government should provide adequate human resources and budgets to schools to implement the new education and training policy as required. The study also, indicated that the future studies should involve large sample size woreda's education office leader's including school leaders' perceptions in the implementation of the new education and training policy of Ethiopia.

Keywords

Challenges, Leaders, Policy Implementation, Perception, Woreda

1. Introduction

The importance of education in the current scientific and technological era has increased, as has the need for an updated curriculum to meet societal needs and help society succeed in a global context. Education is therefore regarded as the pri-

mary pillar of a nation that keeps up with the globalized world. As education advances in a nation, the rate of illiteracy declines, which in turn lowers the unemployment rate which is one of the biggest wounds to any country [3]. The effective

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policy outcomes necessitate not only appropriate policy formulation but also adequate management of the implementation process [9]. The Ethiopian government has recently introduced a new Education and Training Policy (ETP) aimed at transforming the educational sector in the country. This policy seeks to address the challenges facing the education system and improve the quality of education provided to students. As with any new policy, its successful implementation relies on the perceptions and support of educational office leaders. The study sought to explore the perceptions of educational leaders regarding the implementation of the new policy [2]. The study aimed to understand the challenges, opportunities, and potential impact of the policy from the perspective of those responsible for its implementation. Hence, understanding the perceptions of educational office leaders is crucial for successful policy implementation, as their supports are essential for driving change within the education system. By capturing their perspectives, the study provides valuable insights for policymakers and other stakeholders, allowing them to address potential barriers and leverage opportunities to ensure the successful implementation of the new education and training policy.

The new Ethiopian education and training policy has gathered significant attention from educational leaders, who are keenly interested in understanding its potential impact on student learning and outcomes [14]. The policy, which aims to reform and modernize the country's education system, has been met with both anticipation and doubt within the educational community. The educational sector leaders could provide an overview of the new education and training policy, as well as the importance of support and resources for its successful implementation. In this way the role of educational office leaders in this process have the potential impact of their perceptions on the policy's effectiveness. Additionally, the educational office could highlight the significance of understanding and addressing the needs and challenges faced by educational office leaders in order to ensure the successful implementation of the new policy. While there may be challenges in implementing a new education and training policy, there are also opportunities to improve the quality of education and professional development within the educational sector. With careful planning, resource allocation, and stakeholder engagement, the implementation of the new policy can lead to positive outcomes for students, educators, and the education system as a whole. The study sheds light on the importance of understanding the perspectives of educational office leaders' in implementing new educational policies and provides valuable insights for policymakers and stakeholders in the Ethiopian education system. To this effect the researchers raised the following research basic questions.

2. Research Basic Questions

1. What are the views of woreda education office leaders on the current implementation of the new Ethiopian

education and training policy?

2. How do woreda education office leaders perceive the level of support available for the successful implementation of the new education and training policy?
3. What are the major challenges related with the effective implementation of the new education and training policy?

3. Specific Objectives of the Study

1. To investigate the practices of woreda education office leaders' views about the new Ethiopian education and training policy implementations.
2. To evaluate the perceived level of support availability of woreda education office leaders for successful implementation of the new education and training policy
3. To identify the major challenges perceived by woreda education office leaders in implementing the new Ethiopian education and training policy effectively.

4. Limitation of the Study

The study was limited to the perceptions of woreda educational office leaders in implementing the new education and training policy of Ethiopia. To make the study more manageable geographically, it was delimited to selected woreda education offices of Oromia National Regional State (Fiche and Woliso) and Central Ethiopia National Regional State (Saja woreda). There were shortages of time during the study and a lack of experience by the researchers in conducting qualitative research. Since the data were obtained from the woreda education office management, there may be shortcomings in understanding all the issues related to the effective implementation of the new education policy and training. However, the researchers tried to manage the challenges by conducting in-depth interviews to ensure the success of the study.

5. Concept of Educational Policy

The laws, rules, and directives that control how local, state, and federal educational systems are run are collectively referred to as educational policies. These regulations aim to advance equity and excellence in education while guaranteeing that every student has access to a top-notch education [8]. Curriculum standards, evaluation and testing, teacher certification and professional development, school choice and funding are just a few of the many topics that can be covered by educational policy. It is meant to meet the needs of various student populations and is frequently shaped by feedback from educators, parents, legislators, and other stakeholders [11]. The No Child Left Behind Act, which was enacted, attempted to raise student achievement by making schools responsible for the academic progress of all students espe-

cially those from underprivileged families is one example of an educational policy [16].

5.1. Education Structure in Ethiopia

To achieve the educational objectives of the country, the new education and training policy of Ethiopia is structured as follows [14]

Pre-primary Education: Pre-primary education starts at the age of 5 and 6 years and education is free and compulsory on the part of the government.

Primary Education: Primary school grade (1-6) and grade one starts at the age of 7 and it is free and compulsory by the government. Medium primary school grade (7-8).

Secondary education: The second level is offered in grades (9-12) and is provided free of charge by the government.

Technical and Vocational training education: Vocational and technical training education has eight levels (from level 1 to level 8).

Higher education. The minimum duration for higher education is four years, two years for a master's degree and four years for a PhD.

A seamless education and training system shall be provided at all levels of education and training.

5.2. Ethiopia Media of Instruction

The new education and training policy of Ethiopia states students must learn at least three languages [14]. The mother tongue is taught as a subject and the language of instruction is taught starting from the pre-formal education level and the grade at which it ends is determined by the regions. English will be taught from grade one and the regions will decide at what grade level to make it the language of instruction. It is compulsory for the media of instruction from the 9th grade. One additional of the Federal languages will be taken from grade 3 to 10 and will be determined by the existing educational structures based on the needs of the family/student. One more of the foreign languages will be offered as a subject option from 9th grade onwards. Regular vocational and technical training is provided in English, while minor community-based training can be provided in the local or foreign language according to the trainee's needs.

6. Challenge of Implementing the New Education Policy

The capacity of actors, organizational resource deficiencies, coordination problems, and opposition to reforms are some of the obstacles to education policy implementation. However, the difficulties of implementing change have changed along with the complexity of the education system. The stakeholders in education are becoming more varied, vocal, and aspirational in their ideas about how educational systems ought to be structured. The interactions among actors and among the

national, regional, and local education systems have a greater influence on the formulation of policy. There are new inquiries concerning who is in charge of what within the systems, how to hold them accountable, and how improving education can be achieved through the implementation process itself [4]

6.1. Insufficient Focus on Implementation

The idea that education should be used to produce highly skilled youth and satisfy the demands of the knowledge society represents a paradigm shift from the beginning of the twenty-first century [13]. As a result of this shift, policy-makers and other stakeholders now place a greater emphasis on the performance of schools and have higher standards for the quality and scope of services offered there. It can be challenging to determine whether a policy's failure was due to poor execution or ineffectiveness, but ignoring implementation can have detrimental effects. First, the public funds used for that policy may have been better off being used for another initiative. Second, people may begin to lose patience and confidence with legislators and other players in the education system if a number of policies are not carried out. Education policy makers thus run the risk of passing a policy that is never put into practice [19]. Hence, it is essential to make sure that legislators concentrate on and create strategies for the actual implementation process when creating and introducing new education policies.

6.2. Implementation as a Change Process

The idea that a policy that is put into effect actually changes the education sector is ingrained in the concept of implementation. For example, changing schools and teachers' practices, beliefs, and the materials used are all part of implementing a new curriculum at the school level. However, district administrators and principals must alter how local education systems and individual schools are run and funded in order to comply with a policy that introduces new school funding formulas [17]. Stakeholders may prefer to maintain the status quo over change due to the expense of reforms and the unpredictability of the results [16]. Since most policies seek to alter the way that education is provided, putting them into practice involves overcoming a number of obstacles. These comprise, among other things, difficulties with coordination and communication, issues with organizational resources, capacity.

7. Theoretical Framework

The third element of theory of a finite number of participants, who, in theory, are in favor of the policy implementation process are integrated with the sub-component of human resources (HR), which is a component of translation ability [10]. The fact that accountability must essentially be maintained throughout the entirety of the policy implementation

component means that the fourth Gerston accountability component is implicitly included in the other four components. The revision of theory is extremely consistent with education policies implementation. It will be known how education

policy is implemented based on four factors: facilities and infrastructure, education funding, organization and leadership, and translation ability [10].

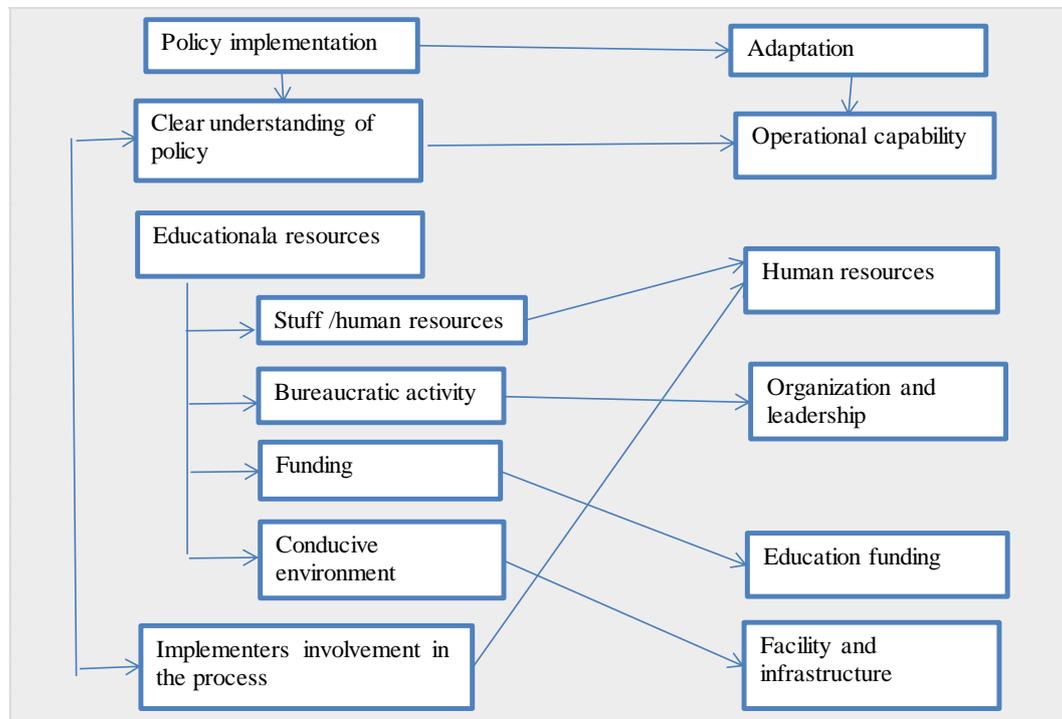


Figure 1. Conceptual framework of the study.

8. Research Methods and Methodology

8.1. Research Methods

The research focuses within the interpretive-constructivism research paradigm because it aims to explore perceptions of educational sector leaders in implementations of the new Ethiopian education and training policy. The study employed qualitative research methods. A qualitative research method enabled the researchers to gain a more profound understanding the issues of the study [5]. The methods helped the researchers to better understand of the perceptions of educational sector leaders about the new Ethiopian education and training policy implementation.

8.2. Research Design

To conduct this research, a case study research design was employed. A Case-study research design aims to examine the presence of a specific phenomenon of a person or organization phenomenon related in detail. The experiences of participants are examined, and phenomenon-related truth is defined accordingly [6]. Hence, this type of design aims to obtain in-

formation about a particular person or organization by focusing on participants' personal perceptions. Therefore, this approach was appropriate for this study, as it aims to better understand the perspectives of educational sector leaders in implementing new educational and training policy and provides valuable insights for policymakers and stakeholders in the Ethiopian education system.

8.3. Samples and Sampling Techniques

A study population can be a group of individuals from whom information is required or could be obtained to find answers to the research questions. The researchers must decide who constitutes the study population to select the appropriate participants. The sampling strategy is a plan that the researchers' set forth to ensure that the sample used in a research study represents the population from which the samples were drawn. Therefore, the study employed educational sector leaders. In this way the researchers included 8 woreda educational leaders from three selected woreda's purposely in order to obtain in-depth data.

8.4. Data Gathering Instrument

Interview: To gather in-depth information, one-on-one in-

Interviews were conducted. The interview took place by the participants' native language at their workplace. Then, the interview was transcribed verbatim. Finally, the verbatim transcription was translated into English. The interview consists of three sections. The first part was the introduction section, during which the researchers and the participants introduced themselves to each other and outlined the study objectives. The second section was the discussion part, whereby the respondents reflect on their views and perceptions based on questions raised by the researchers. The researchers tried to probe respondents in order to get in-depth information on the issues of the study. The last part of the interview is the section whereby the researchers ask if the respondent has any additional thoughts to share, and finally acknowledge the individual for participating. While the instrument's reliability was confirmed by an expert supervisor, its validity was established through triangulating data collected from various respondents.

8.5. Procedures of Data Collection

To gather the required data, the following steps were taken: The researchers first obtained a letter of cooperation from Jimma University, Department of Educational Planning and Management. After that, the researchers introduced the sample respondents about research objectives. The researchers also obtained consent from the participants and informed them of the specific place, date, and time of the interview. The interview began with the researchers acknowledging the participants for their willingness to take part. Then, the researchers asked semi-structured guide questions. During the interview, the researcher took important notes of the re-

spondents' opinions and used an audio recording of the participants. The interview was transcribed verbatim and sent back to participants to ensure the reliability of the data. 75% of respondents provided the feedback. After the participants checked and confirmed the correctness of data the transcribed data was translated into English.

8.6. Methods of Data Analysis

Qualitative data analysis is a process that requires sequential steps to be followed, from specific to the general, and involving multiple levels of analysis [7]. Therefore, qualitative data involves organizing, and explaining the meaning of the data in terms of the participants' definitions of the situation, noting patterns, coding into categories and themes, and making a global theme by researcher. Finally, depending on the nature of the problems and data collection, qualitative data gathered through interviews was thematically analyzed and manually used using Excel's spreadsheet.

8.7. Data Analysis and Interpretation

To analyse data the steps of approach guided to conduct qualitative data analysis [5]. Qualitative research is inductive in forms, going from the particular to the general. After becoming familiar with the collected data, the researchers began coding the data into themes. Hence, depending on the nature of the problems and data collected the data coding into categorized, interpreted and analyzed. In this way we identified three major organized themes and seven basic themes were manually emerged under three major organizing themes.

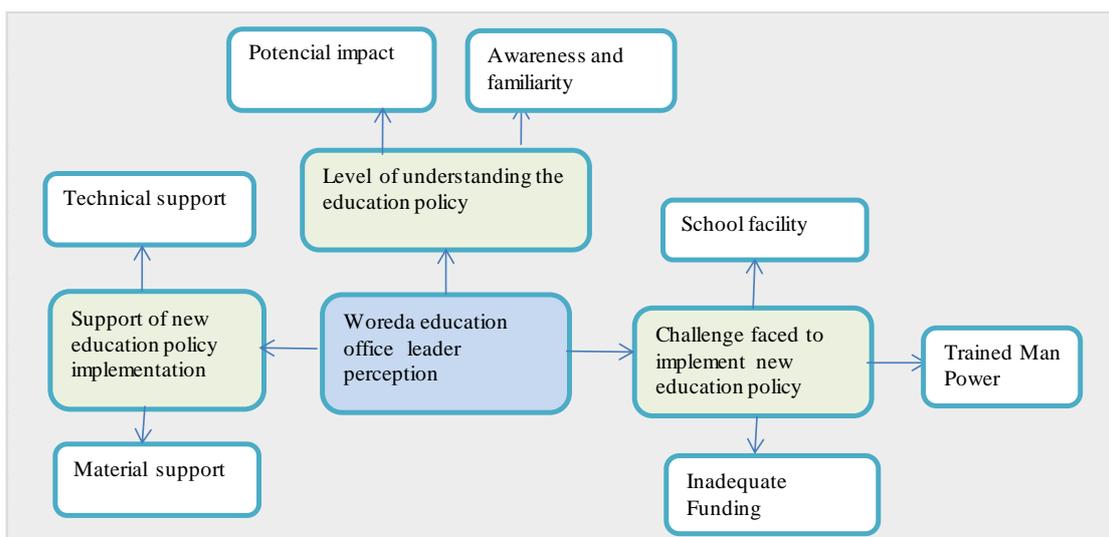


Figure 2. Thematic Networks of the Emerged Themes.

Respondents were represented by using code at the end of each respondent's opinion. For example, R1Q1, R2Q2,

R3Q3 ... R1 shows respondent one and Q1 shows question one. In these methods all the respondents coded and repre-

sented up to the end of the respondents and the questions under each question. Woreda's are also represented by letter A, B and C.

8.7.1. Level of Understanding the New Education and Training Policy

(i). Awareness and Familiarity with the New Education Policy

Ethiopia's new education and training policy was discussed with stakeholders before it went into effect. The discussion was attended by education professionals and teachers at all levels. Thus, certain awareness has been created on the new education and training policy. The new education and training policy of Ethiopia is structured as pre-primary, primary, secondary and higher education [14]. Regarding this respondent reveals "The structure of the new education and training policy differs from the previous education and training policy. While the former school structure is 1-4, 5-8, and secondary 9-10, 11-12. The new education and training policy structure of primary school indicated 1-6, 7-8 and secondary school 9-12. In the previous education policy, the regional examination was only given at grade 8. In the new education and training policy, regional examinations will be given in grade 6 and grade 8. Before the implementation of this new education and training policy, various discussions were held at various levels. When the new education and training policy was introduced, it was implemented in a few schools. However, this year in the 2023/24 academic year it is being implemented in all schools" (AR1Q1). In the same way another respondent states "My view on the new Ethiopian Education and Training Policy is straightforward and the education policy is formulated properly. I believe the new education and training policy is good because it is supported by technology and formulated by qualified people" (RB4Q1). According to one of the participants of the study, the understanding of the educational leaders of the current Ethiopian education and training policy, he stated that "The policy was implemented with good intentions. It is being implemented by coming up with an idea to solve the problems that existed in the past" (CR7Q1). In the same way another respondent reveals that "A roadmap of the new education and training policy has been prepared and discussed by various bodies on the new education policy. The new education and training policy has been developed through discussions. The design of the new education system is centered on the realities of the country. The content of the course is also practically and centered on the learner's level of age and abilities" (CR8Q1).

The interpretation of data reveals that the awareness creation on the new education and training policy was conducted. Early in its draft, various stakeholders held discussions on it. Even after the new education and training policy was formulated, it was tried in primary and secondary schools for a year in a few schools. It is understood that education professionals and teachers understand the structure and outcomes expected

from the new education and training policy and are striving for its achievement.

(ii). Potential Impact of the New Education and Training Policy

The new education and training policy of Ethiopia is expected to improve education quality of the country. The previous education and training policy had many problems with related to the quality of education. The new education and training policy is hoped that will solve the problems associated with the quality of education of the country [14]. Education policy helps to establish guideline of educational operations to ensure education quality. Regarding these one of the respondent indicates that "The new curriculum education policy is innovative and the preparation of textbooks are action-oriented, students can learn and help themselves" (AR1Q1). Similarly another respondent said that "The new curriculum education policy is innovative and the preparations of textbooks are action-oriented, that students can learn and help themselves" (AR2Q1). In the same way another respondent indicated "Among the opportunities associated with this new education and training policy are the construction of tomorrow's basic schools, or pre-school and the textbooks are centered on the existence and life of our community and are not copied from foreign sources as they used to be so, they can easily understand the situation in their environment" (AR3Q1). Similarly one of the respondents said that "The new education and training policy will be a good starting point for the country of Ethiopia to recover from the past educational and training policy failure" (BR5Q1). In the same way another respondent "The new education policy will be a good starting point for the country of Ethiopia to recover from the past education and training policy failure" (CR7Q1).

It believes that the previous education and training policy of the country has many shortcomings in ensuring the quality of education. Based on this, it is hoped that the new education and training policy formulated and implemented will solve these problems. In this way one of the respondents reveals that "New education policies can improve student learning outcomes if education stakeholders are made aware of the new policy. I hope that the student's grades will improve as the new curriculum incorporates not only theory but also action learning and the student will demonstrate what they have learned in practice" (BR6Q1). Another respondent reveals that "The current education and training policy is very different from previous education and policy in terms of content and purpose. Previous content and knowledge-based activities did not promote the practice. The current education and training policy focuses on the student's ability, skills and knowledge. It encourages entrepreneurship, reduces unemployment, and has a curriculum that incorporates technology. In this way it believes that the new education and training policy will bring a positive change in the quality of education" (CR8Q1).

The important lesson from the narration is that from the

beginning the new education training and training policy has focused on pre-primary education and therefore plays an important role in maintaining the quality of education. The new education and training policy has been proven to have a high practical impact on education. The preparation of the new education and training policy can bring great benefits to our country as it is formulated based on the realities of the country. It is hoped that the new education and training policy will solve the problems of education quality nationwide that were in the previous education and training policy. The new education and training policy has been implemented in all schools in the 2023/24 academic year.

8.7.2. Support Level of New Education and Training Policy Implementation

(i). Technical Support

Different types of support and monitoring is required if a new education and training policy is to be implemented properly. Education professionals at all levels and education stakeholders are expected to cooperate in the implementation of the new education and training policy. If there is cooperation, a new education and training policy can be achieved as desired. In this way respondents reveal that “Various types of support are being provided to implement the new education and training policy. Awareness raising training was one of the supports given to education professionals and teachers” (AR1Q2). Similarly, another respondent stated that, “Awareness raising training was given to the education system experts at the regional level to schools to implement the new education and training policy of our country. Similarly, awareness was given to teachers and education professionals. Various supports are being given to implement the new education and training policy, including technical supervision” (AR2Q2). In the same way “Before supporting schools, school shortcomings are identified. Thus, as much as possible schools with teacher shortages will be considered and teachers will be assigned. However, due to the shortage of human resources and budget, it has become difficult to provide support to schools as required” (AR3Q2). Furthermore another respondent revealed that “The support we provide: provision of resources, capacity building training, provision of school equipment, support, monitoring and feedback activities are mainly provided by government agents” (BR5Q2). On the other, hand other supports provided to schools is that “By identifying the shortcomings of schools, the education office is printing soft copies of textbooks sent from the above authorities and supporting schools to use them” (CR8Q2). However, in providing support to schools there are some limitations. In this way, a respondent reveals that “There is a widespread shortage of stakeholders such as students, teachers, parents, entrepreneurs and Non-Government Organizations (NGOs) in supporting schools. Education policy can be achieved if all education stakeholders, students, teachers, parents, government, non-governmental and private organi-

zations support schools” (BR5Q2). Similarly another respondent adds limitation related to provision of support to schools’ lack of awareness at different levels, support and monitoring are very weak. The understanding of school leaders, teachers and education professionals to implement this new education and training policy has limitation. Professional support provided by education professionals at all school levels is weak” (BR6Q2). In the some way another respondent reveals “There is a significant weakness in access to school support. There is limitation support, monitoring and control except for the government’s verbal establishment of a transformation council. Support from the top to the bottom is weak in practice except for symbolic and planning level campaigns” (CR8Q2).

The narration of interpretations indicated that various supports are being provided to schools to implement the new education and training policy as intended. The education office is supporting schools with technical and material support to the extent of its capacity. However, the various supports being provided to schools to implement the new education and training policy as required are lacking. A weak supervision with a lack of accountability in academic matters is observed in various educational institutions, which hinders achieving the desired learning outcomes [18]. These shortcomings include a lack of awareness among all education stakeholders on the new education and training policy.

(ii). Material Support

The education office shall make efforts to support schools with various resources as far as capacity permits. Textbooks sent from the upper body from time to time shall be distributed to the schools as soon as possible for their use. When the new education and training policy came into force, there was a shortage of textbooks, so the education office is printing soft-copies and distributing them to schools. In this regard, respondent reveals that “The education office prints the soft-copy of textbooks provided from the government to support schools” (AR1Q3). Similarly another the respondent reveals that “Since most of the textbooks are not printed, softcopies are being printed at the woreda level and passed out to school” (AR3Q3). In the same way “The woreda education office is also printing textbooks to some extent to provide support to schools” (BR5Q3). Another respondent adds in the same way that “Schools are being supported by ensuring that textbooks from the upper body reach the schools as soon as possible (BR6Q7). However, there is a shortage of students’ textbooks regarding to implementing new education and training policy. In this regard, respondents reveal “Textbooks do not have been published for students and teachers as required which are significant to implement the education and training to ensure students learning achievement” (CR8Q3).

The important lesson from this narration is that the education offices are providing the required material cooperation to the schools to ensure that the new education and training policy is implemented as required. Especially, when the new

education and training policy was implemented, the required textbooks were not prepared. Education offices are working to ensure that books sent from the upper body reach schools as soon as possible. On the other hand, there is a shortage of textbooks sent and education offices are printing textbooks from soft copy and distributing them to schools to solve the immediate problems of the schools.

8.7.3. Challenge Faced to Implement the New Education and Training Policy

(i). School Facility

School facilities play an important role in achieving the new education and training policy. Where there is a lack of educational facilities, teaching and learning cannot be achieved as required. Indicators of economy, efficiency, effectiveness, transparency, and accountability can be used to track efforts to improve educational facilities and infrastructure, beginning with procurement, utilization, maintenance, and improvement [15]. The new education and training policy has many problems with school facilities. Accordingly, the respondent reveals that. "The lack of textbooks is a major obstacle to the proper implementation of the new education and training policy. Currently the school standards are in serious trouble. The current manpower does not match the requirements of the new education and training policy implementation as intended" (AR1Q4). On the other hand, respondent replied that the lack of student textbooks, "Regional and national examinations will be held in grades 6, 8 and 12 in this year, but there are insufficient textbooks and students' results will be affected" (BR2Q4). Another respondent reveals that, "there are many problems with implementing a new education and training policy without adequate preparation" (CR7Q4).

Similarly, another the respondent indicated that the problems of school facilities affect the implementations of new education and training policy, in this regard "The implementation of new education and training policy without the preparation of textbooks has affected students' learning. There is a lack of school facility such as, furniture, water; electricity, laboratories and equipment, library, etc. are incomplete in several schools"(AR3Q4). In the same way "Inconsistent classroom-teacher, student ratios are seen overcrowded. Lack of school facilities such as laboratory and laboratory technician shortages are a great problem" (BR5Q5). In addition to another the participant confirms that "Teaching materials such as computers, textbooks, experimental equipment, and etc. may affect the implementation of new education and training policy" (BR6Q6). Similarly, another respondent reveals "The new education and training policy are implemented in places even where students' textbooks have not been published adequately" (CR7Q4).

The interpretations of data reveal that the lacks of textbooks are seen as a major obstacle to the proper implementation of the new education and training policy. The current manpower

does not match the requirements of the new education and training policy to implement as intended. The new education and training policy was started to implement without adequate preparation from federal and regional government. In several schools there are lacks of school facility such as, water, electricity, toilets, laboratories, reading rooms, etc. In addition, teaching materials such as computers, textbooks, experimental equipment, and other facilities may affect the implementation of new education and training policy implementation as required.

(ii). Trained Man Power

If an organization does not have a trained and qualified human resource, the planned activities will not be implemented properly. Several studies indicate that the desired educational goals cannot be achieved without having skilled and trained teachers, which raises the importance of teachers' professional development [12]. The research participants confirmed that in many schools, teachers are not properly teaching due to lack of qualifications with the subject that they teach. Accordingly, "There is no shortage of teachers in number. However, there is a serious shortage of teachers in terms of subject related. For example, there is a serious shortage of English, ICT, Ethics and Art teachers in primary schools whereas there is a serious shortage of Economics, Agriculture teachers in high schools (AR1Q4 and (CR8Q4). Similarly, other the participants confirm that "It is difficult for some teachers to teach a subject in which they are not trained; some teachers are assigned to teach without their qualified subject especially at primary schools" (AR2Q4). In addition to this another respondent added, "There are no trained teachers in the newly added subjects to the new education and training policy, which has affected teaching-learning. There is a widespread shortage of teachers, especially in some subjects like, English, Economic, ICT, Agriculture etc." (BR4Q4). In the same way another respondent confirmed that, "The existing shortage of human resources, trained teachers will affect the implementations of the new education and training policy as intended" (CR7Q4).

The important lesson from these narrations is that lack of trained manpower was a major challenge to implement the new education and training policy. There were shortages of trained teachers in the newly added subjects into the new education and training policy which affect the teaching process in schools. There is a high lack of teachers, in English, Ethics, ICT, Amharic and Art in primary schools whereas Economics and Agriculture are a shortage of trained teachers in high schools.

(iii). Inadequate Funding

Inadequate funding to the new education and training policy refers to a situation where the financial resources allocated to support educational programs, institutions, and training initiatives are insufficient to meet the needs and demands of the education system. This lack of funding can have wide-

spread and detrimental effects on various aspects of the education sector. Inadequate funding can lead to a shortage of classrooms, insufficient teaching materials, and a lack of qualified teachers. This, in turn, limits the access to quality education for many students, particularly those in disadvantaged areas. Scholars also agree that, the funds are not enough to fulfill the expenditures by the educational sector, and sometimes the granted funds are not utilized appropriately, which creates problems in the execution of plans which leads to the implementation failure [1]. The education sectors face challenges of sufficient funding in achieving literacy targets. The participants also revealed that, “There is a lack of budget to provide adequate awareness to the relevant authorities to implement the new education and training policy” (AR1Q4). Similarly, another respondent reveals that “There is a lack of budget resources to implement the new education policy properly.”(AR2Q4). In the same way another respondent reveals that “The limited resources of the country may affect the implementation of new education and training policy” (BR6Q4). Another respondent also highlights “Number one problem is the education sector is the budgets problem. One of the challenges of the implementation of the new education and training policy is the resource problems” (CR8Q4).

The interpretations indicated that inadequate budgets mainly affect the implementation of the new education and training policy. The overall limited resources of the country may affect the implementation of new education and training policy as intended. All school facilities, trained manpower, material resources and others cannot be full filled without necessary allocation of budget. In this regard [19] found that inadequate resource transformation was the main problem of policy implementation.

9. Major Findings

Woreda education offices leaders in sample woreda have awareness about the new education and training policy being implemented. Stakeholders have strengthened discussions before the implementation of the new Ethiopian education and training policy. Education leadership, experts and teachers have discussed the new education and training policy to have a general understanding. However, there are shortcomings in strengthening the understanding of teachers on the new subjects added to the new education system. The new education and training policy can address the problems of educational quality that preceded the education policy. It became a policy based on the realities of the country and can play an important role in the development of the country. The textbooks are designed with the consideration of age and ability-centered of students and therefore engaging.

Education offices are providing technical support to schools in various ways. They are working to ensure that textbooks printed and sent from the upper body reach schools as soon as possible. The Education offices are identifying and filling the manpower needed in schools to implement new

education and training policy as much as possible. Newly added subjects such as ICT, Geda and Ethics in primary schools, there is a serious teacher shortage. In secondary schools the new subjects added to the policy such as Agriculture, Economics have a serious teacher shortage. As much as possible woreda education offices are allocating block grants budget to schools to solve the budget problems of schools to implement the new education training and policy. However, the allocation of the budget was not sufficient. There are many challenges to implement the new education and training policy in Ethiopia. Among the challenges, school facilities, trained man power, textbooks and inadequate funding. There is a lack of school facilities such as, water, electricity, library, laboratory and laboratory technician. Shortages of school facilities are mainly encountered in rural schools of Ethiopia.

10. Conclusion and Recommendations

10.1. Conclusion

The purpose of the study was to explore the perception of woreda education offices leaders to implement the new education and training policy in some regions of Ethiopia selected woreda's (Fiche, Woliso and Saja). A case study research design was employed to conduct the study. Data were collected from three woreda through interviews from 8 education office leaders. The study highlights the diverse perspectives of woreda education office leaders regarding the implementation of Ethiopia's new education and training policy. The study emphasized three major and seven minor themes that emerged from the interviews data, including issues related to curriculum development, teacher training programs, and resource allocation.

The study also highlights the significance of adequately equipped school facilities and a sufficient number of trained manpower within woredas for successful policy implementation. Furthermore, the research explores the support provided by education offices to schools during policy implementation. Various strategies employed by these offices are examined, emphasizing their role in supporting schools in aligning their practices with the new policy guidelines. However, limitations faced by education offices in providing comprehensive support are acknowledged. Generally, this study contributes valuable insights to our understanding of how woreda education office leaders perceive and navigate the challenges associated with implementing Ethiopia's new education and training policy. To obtain findings that have broader application, future studies need to include more sample size of woreda education office leaders' perceptions.

10.2. Recommendations

Based on the major findings and conclusions drawn the researchers forwarded the following recommendations.

Heads of woreda education offices have a good understanding about the new education and training policy. However, all education experts and teachers may not have the same understanding about the new education and training policy as intended. Therefore, the education office leaders are recommended to work hard to ensure that all education stakeholders are well aware of the new education and training policy in order to contribute their efforts to the implementation of the new education and training policy.

Providing the necessary support for schools are required for the effective implementation of the new education and training policy. Hence, educators, teachers, parents and educational supporters are advised to provide continuous technical and material support to schools.

The availability of educated manpower and adequate budget are essential for the effective implementation of new education and training policies. However, there were shortages of human resources and budget allocated to schools. Therefore, woreda education offices are recommended to provide adequate human resources and budgets allocation for schools to implement the new education and training policy effectively.

There were a shortage of school facilities such as textbooks, laboratories, libraries, and furniture needed to implement the new education and training policy. Therefore, the education office, Non-Government Organization (NGOs), and the community collaborated to work hard and provide the necessary facilities for schools to ensure the quality of education at all levels.

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Author Contributions

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Conflicts of Interest

The authors declare no conflicts of interest.

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