

**Addis Ababa University
School of Graduate Studies**

**An Assessment of USAID/IQPEP Contributions in
Improving Quality of Primary Education in Selected
Primary Schools of Addis Ababa City Administration**

Tarekegn Ankure Anja

**A Thesis Submitted to the Institute
of Educational Research**

**Presented In Partial Fulfillment of Degree of Master
of Arts in Educational Research and Development**

Addis Ababa University

Addis Ababa, Ethiopia

June, 2013

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Abstract

The purpose of this study was to assess the contribution made by USAID/IQPEP in improving quality of primary education in Addis Ababa City Administration. To conduct the study, descriptive survey method was employed. The sample covered seven primary schools in the four Sub-cities. Out of the total, 45 IQPEP intervention schools are found in four Sub-cities of Addis Ababa City Administration, the study was conducted in 7 primary schools. The instruments used to collect data from Teachers, Principals, Cluster Supervisors, Sub-city and City Education Bureau Officials was questionnaire. Unstructured interview and focus group discussion were also used to collect data from selected Teachers, Cluster supervisors, Sub-city, and City Education Bureau Officials and USAID/IQPEP Coordinators. The results revealed that the trainings conducted in use of various planning tools for strategic planning have enhanced the capacity of education personnels to plan for quality education. The findings of the study also revealed that lack of textbooks, the absence of research in the schools, lack of regular supervision, lack of cooperation from government officials, and the presence of high turn over of education personnels were among the major problems. The study recommended that the good practices that USAID/IQPEP to strengthening the capacity of teaching force should be scaled up and the training prepare for teachers should be planned on the basis of the interest of majority of the teachers

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor, Dr. Desalign Chalichisa for his professional guidance and advice. His constructive suggestions and comments were invaluable to the completion of this work.

The support, motivation and care rendered to me by my dear brothers Alemayehu Ankure and Cherinet Ankure that planted the root of success in my life is so invaluable that it is more than the power of words to be stated here.

My heartfelt appreciation goes to my friends Tesfaye Befirdu (Tiruayer), Behailu Hussen, Mekiyas Tewodros. Last but not least, I would like to give many thanks to my research participant's special thanks goes to Martha Hailu, documentation officer of IQPEP.

Table of Content

Abstract	i
Acknowledgement	ii
Table of content.	iii
List of Tables	V
List of Acronyms and Abbreviations	Vi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	2
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study	7
1.3.1 General Objective of the Study	7
1.3.2 Specific Objectives of the Study.....	8
1.4 Significance of the Study.....	8
1.5 Delimitation of the Study	8
1.6 Limitation of the Study	9
1.7 Operational Definition.....	9
1.8 Organization of the Study	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1 Quality of Primary Education	10
2.2 Indicators of Quality Primary Education	11
2.3 Strategies for Improving Quality Primary Education	13
2.4 Problems in Achieving Quality Primary Education	13
2.5 The Role and Contribution of NGOs in Ethiopian Education	14
2.6 The Role and Impact of NGOs in Capacity Development	16
2.7 USAID Assistance to the Ethiopian Education System.....	18
2.8 The Role of Improving Quality Primary Education Program (IQPEP)	18
2.9 General Problems NGOs Encounter in Carrying Out Educational Activities.....	20

CHAPTER THREE	23
RESEARCH DESIGN AND METHOD.....	23
3.1 Research Design	23
3.2 Participants.....	23
3.3 Instruments of Data Collection	24
3.4 Procedures	25
3.5 Data Analysis	26
CHAPTER FOUR	27
PRESENTATION ANALYSIS AND INTERPRETATION	27
4.1 Characteristics of the Study Population.....	27
4.2 Contribution made by USAID/IQPEP in terms of Improving Quality of Primary Education.....	30
4.3 Contribution of the Project in Promoting Teachers' Motivation	36
4.4 Contributions of USAID/IQPEP to Improve Quality in Primary School	39
4.5 Activities Performed to Improve Quality of Education	39
4.6 The Contribution Made to Enhance the Capacity of Leadership and Management	47
CHAPTER FIVE	56
5. SUMARRY, CONCLUSION AND RECOMMENDATIONS	56
5.1 Summary	56
5.2 Conclusions	60
5.3 Recommendations.....	62
References	64
Appendix A	68
Appendix B	73
Appendix C	75

List of Tables

Pages

Table 1: Sex, age and marital status of teachers and principals.....	34
Table 2: Qualification, field of study and work experience of teachers and principals.....	36
Table 3: The quality of primary education before the Intervention.....	40
Table 4: Contribution of the project in providing the following Materials.....	41
Table 5: The level of adequacy of materials provided by the project.....	42
Table 6: Activities Made by USAID/IQPEP Improve Quality of Primary Education.....	45
Table 7: Contribution of the Project in Promoting Teachers Motivation.....	47
Table 8: The efforts made by the project to motivate teachers.....	48
Table 9: Number teachers trained in Pre-service teacher development Program.....	52
Table 10: Number of modules and subject Matter Teachers' handbooks printed and distributed in year 1, by language.....	60
Table 11: Number of subject Matter Teachers' handbooks printed and distributed in year 2, by language.....	61
Table 12: Number of early grade reading modules printed in year 2 by language.....	61
Table 13: Number of Handbooks/modules printed and distributed in year 3.....	62
Table 14: Participants of training on using planning and Management tools effectively.....	62

List of Acronyms and Abbreviations

ACEB	Addis Ababa City Education Bureau
ADEA	Association for the Development of Education in Africa
AED	Academy for Education Development
BEP	Basic Education Program
BES	Basic Education Service
BESO I	Basic Education System Overhaul
BESO II	Basic Education Strategic Objectives
CTE	Colleges of Teacher Education
EFA	Education for All
EQUIP	Education Quality Improvement Program
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
FHI	Family Health International
GEQIP	General Education Quality Improvement Package
GPA	Grade Point Average
IER	Institute of Educational Research
IQPEP	Improving Quality Primary Education Program
KEB	Kebele Education Bureau
KETB	Kebele Education and Training Board
MAP	Management and Planning
MDG	Millennium Development Goal
MERA	Monitoring, Evaluation, Research and Analysis
MIS	Management Information System
MMIS	Material Management Information System
MOE	Ministry of Education

NGO	Non-Governmental Organization
NLA	National Learning Assessment
NOE	National Organization for Examinations
PMIS	Personnel Management Information System
PMP	Performance Monitoring Plan
SDA	School Development Agent
SIP	School Improvement Program
SRMIS	Students' Registration Management, Information System
TDP	Teacher Development Program
UN	United Nation
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation International Children's Emergency Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WETB	Woreda Education and Training Board

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions, significant of the study, objectives of the study, its delimitation and limitation as well as definition of key terms.

1.1 Background of the Study

Education is universally recognized as a form of investment in human beings, which yields economic, social, political and cultural benefits (Woodhall, 1992, P.:3). Moreover, it contributes to a country's future progress by increasing the productive capacity of the people. In this respect, it is believed to have to facilitate the flow of vital idea and information to masses and also it is supposed to enhance the quality of life and provide more opportunities for individuals in the society and for the society as a whole (Shukla and Kaul, 1998). Education is one of the basic services offered by governments and other stakeholders to society (Bray, 1986:40 and Miller, 2001, P.:30). Education is a tool for socio-economic development. That is why almost all countries invest huge amounts of money in education to meet their human capital demand (Ashton, 1999, P.:8).

The students of today and tomorrow are stepping into an unbelievable exciting and new kind of world. Their world will demand a new kind of person with genuine flexibility and freedom a person who thrives on sensing and solving different and complex problems (Morphet Jesses and Ludka, 1972, P.:18). If education is to produce such a citizen it must have high quality. Thus, to prepare students adequately for today and future competent and complex world providing a good quality of education from primary to tertiary level is undeniable. However, in most African countries, less than a third of young Africans do not acquire the knowledge and the skills that are specified in their national primary school curriculum (ADEA, 2004, P.:5).

Education quality in the Sub-Sahara countries has been both elusive and difficult to achieve with anything like the rapidity that physical educational expansion can more rapidly achieve.

Quality is one of the sensitive agendas. Improving quality is a serious challenge facing education as an institution (Amare and others, 2002, P.:xviii). The concept of quality education is multi-faceted, and is articulated differently by different scholars. It is also difficult to define and even more difficult to measure it, there are perhaps as many definitions of quality of education as there are people who care to define it (Leu, 2005, P.:9).

Goddard and Leask, (1992) also stated that quality in education is somewhat problematic like beauty; it lies in the eye or rather the mind of beholder's, for some it is a learning acquisition (as measured by test of learning achievement); for others it is the child's physical, social, emotional and cognitive development and others look at inputs of education to estimate quality (Ross, 1992, P.:6).

The inputs include adequate and competence of teachers; availability of text books and other teaching materials; schools and classroom provisions; characteristics of students; language of instruction; management of education system and magnitude of education wastage (Ross, 1992, P.:6-7). The two sets of proxies for quality; teachers and financial resource. In general, it is assumed that lower pupil teacher ratio, higher teacher qualification and higher level of public spending are more likely to be base rock for educational quality (UNESCO, 2003, P.:96-97).

Adams (1993) stated that educational quality was once defined almost exclusively in terms of student achievement and the school inputs that can influence student output or achievement. An increasing emphasis on in school factors has shifted the focus to the complex combinations of inputs, processes and outputs associated with improved patterns of

learning. The issue of process at the classroom and school level has become increasingly the center of attention in terms of achieving quality.

Teachers and classroom process are now front and center, and they are generally agreed to be key to education quality. Although the observation that quality of students' learning occurs mainly as a result of interaction with teachers and processes that take place in classrooms seems to be a commonsense formulation, it has not received the attention from policy makers that it deserves until recently (Anderson as cited in ADEA, 2004).

However, in developing countries availing quality education system that provides opportunity to learn of acceptable quality to all children will require significant additional human, material and financial resources, management practices and attitude that can reinforce, complement and build on the increase physical resources that have been provided. (ANCEFA, 2008, P.:17). In many cases this will require joint efforts of national governments, informal donors, non-governmental organizations and parents or community.

The government of Ethiopia has shown many efforts to the level of its best making education accessible like building school in every part of the country including in remote areas. However, the quality and efficiency problems seem to persist. Thus, to alleviate this problem public financing alone will not solve it. Continued effort on the government's side is needed to enhance the involvement of bilateral and multilateral donors, NGOs, and the general community to fill the gap.

Based on this the Ethiopian government is promoting intervention of donors, NGOs and foreign assistance to education through its policy, and as a result there are many NGOs partners and donors agents that are working in the country on education. Among these donors and partners United States Agency for Internal Development is supporting the education sector.

USAID in collaboration with the Federal Democratic Republic of Ethiopia (FDRE) has been supporting the education system in Ethiopia since 1995 with an emphasis on primary school completion. It has been supporting the Ministry of Education (MOE), and nine regions and two City Administrations to enhance quality and equity primary education system. On the whole in the last four years, USAID has invested about 33 million USD in financing to improve quality of primary education (USAID/IQPEP, 2013).

Addis Ababa City Administration Education sector is among the beneficiaries of these USAID/IQPEP interventions.

In Addis Ababa City Administration the participation of boys and girls in the education system is high compared to other regions of the country. According to annual statistical abstract 2011/12 the gross enrollment ratio was 97.9% boys' 92.9% and, girls (95.45%). However the net enrollment ratio NER is 76.6% (boys 79.1% girls 74.7%).

Besides ensuring access and equity, there is evidence of efforts by government to ensure and maintain conducive teaching and learning environment to accommodate a growing number of school children. Large investments have been made in physical infrastructure- new buildings, additional classrooms, students' text books, etc. However, there is an apparent lack of a maintenance culture for school infrastructure; cases of dilapidated building are still common in some schools. One can recognize that there are compelling demands for resources needed for continued improvement of the education system of the City. The commitment to increased access has not been match with the requisite resources in terms of both the inputs and process to deliver the target outputs and outcomes.

The provision of relevant quality education remains the greatest challenge for the City Administration in its drive to attain quality education for all.

Based on this, the focus of this study will be on assessing the contributions made by USAID/IQPEP to improve the quality of education in primary education in Addis Ababa City Administration.

1.2 Statement of the Problem

The development of a nation depends on improving quality of education. Investment in human skills and capabilities is a key element in all sectors of development. The social returns of primary schooling are considerably greater than those at higher educational level. However, in the third world countries and particularly in sub Saharan African countries low quality of education face the most serious problems (Colclough and Lewin, 1994 as cited in Wanjama, 1998). Hence the problem of quality in primary education in SSA will not be solved by the government intervention alone. It demands the contributions of different stakeholders (UNESCO, 2003, p.:186).

According to the annual statistical Abstract of MOE for the year 2011/12, enrollment rates for Addis Ababa City Administration are high in the City for boys and girls. i.e., total gross enrollment rate reached 97.9% for boys and 92.9% for girls but learning achievements is low (MOE, 2012).

According to the third national learning assessment result (NOE, 2008), the quality of primary education is in question. The achievement score of grade four and grade eight students is by far less than 50% achievement level expected by the education and training policy.

The nation composite mean score (the average of what students scored in five subjects) for grade 8 was 35.9% (boys 37.3% and girls 33.1%). Similarly the national composite mean score (average of four subjects) for grade 4 was 40.9% (boys 41.4% and girls 40.3%).

Grade 8 students achievement standard proportion is 13.9% proficient, 24% basic and 62.1% below basic level. For grade 4 the standard was 14.7% proficient, 37.8% basic and 47.4 below basic level. The trend of learning achievement assessments shows that the current study

composite score for grade four (40.9%) is lower than the previous studies EBNLA 2000 (47.9%) and ESNLA 2004 (48.48%) and grade 8 achievements also declined by 4.1% and 6.8% respectively (NOE, 2008).

The status of student's academic achievement in Addis Ababa is almost the same. More than half of students; achievement level is far below 50% achievement in both grades eight and four. The overall achievement of grade 8 students is 34% which is below the national average. Achievement of grade 8 student is 44% (greater than national average score 40.9%). The third national learning assessment indicates that students from rural schools performed better than urban ones in both levels in all subjects (except Addis Ababa is better in grade 8 English language achievement) (NOE, 2008). This reveals that the quality problem persists in Addis Ababa City Administration primary schools.

The Ethiopian government's vision for education development is described in the PASDEP, with the ESDP III serving as the overarching framework, giving high priority to education quality improvement at all levels. Within the framework of the ESDP III, the Ministry of Education has developed General Education Quality Improvement Package (GEQIP). The improvement package has six components. The package and the specific program elements of GEQIP are ongoing priorities and mainstream activities of the education sector.

As indicated in GEQIP document (MOE, 2009), the challenge of maintaining a balance between the provision of increased access and quality education is depicted by the proportionate spending on personnel emoluments versus expenditures on other quality inputs. Whereas the huge government local resources are spent on recurrent expenditures, development expenditures are partly financed through donor funds either as grants or soft loans. Various development frameworks have been initiated by the government outlining its strategic direction and activities thereof and the resource requirements.

Based on this USAID/IQPEP is aimed to improve the quality of primary education through training teachers and administrators, strengthening planning and management and monitoring and evaluation systems, and fostering community partnerships and school governance through capacity building of WETBs and KETBs. Failing to study the contribution made during implementation period may enable the concerned bodies to identify the progress and drawbacks of the activities accomplished and to identify areas which need further intervention. Therefore, the aim of this study attempted to assess the actual practice of IQPEP on the basis of the following basic research questions:

1. What kinds of contribution does USAID/IQPEP project provide for Primary schools of Addis Ababa?
2. What are the contributions of USAID/IQPEP in improving the quality of primary education in Addis Ababa City Administration?
3. To what extent did USAID/IQPEP contribute to enhance the capacity of teachers and management and leadership in primary education in Addis Ababa City Administration to improve quality of primary education?
4. What are the constraints encountered during the implementation of the project that was intended to promote quality, teacher's capacity and leadership in primary education in Addis Ababa City Administration?

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study is to assess the contributions made by USAID/IQPEP in the promoting quality and enhancing the capacity of teachers and educational management in primary education in Addis Ababa.

1.3.2 Specific Objectives of the Study

The specific objectives of this study are;

1. To assess the extent of the activities of USAID/IQPEP to improve equality and enhance efficiency in primary education.
2. To examine the extent of USAID/IQPEP contribution to enhance the capacity of teachers and educational management.
3. To forward recommendations on how to make the contribution of USAID/IQPEP more effective in the future.

1.4 Significance of the Study

The study might have the following significance;

1. The study might enable Education Officials and other authorities of the City Administration to gain valuable information about the contributions made, by USAID/IQPEP in improving quality of primary education.
2. From the major problems faced by the USAID/IQPEP Addis Ababa City Administration Education Bureau and other concerned bodies might develop prevention and remedial mechanisms for the further co-operation to be made.
3. It might help USAID/IQPEP and other NGOs and the Addis Ababa Education Bureau in locating the major areas of intervention that need further support in order to improve quality primary education in the City.
4. The study might help to assess the extent to which the objectives of USAID/IQPEP in improving quality of primary education are achieved.

1.5 Delimitation of the Study

The study is not to be generalized to all USAID/IQPEP supported projects in primary schools in Ethiopia. The study is delimited to Addis Ababa City only and to only those projects implemented by IQPEP on primary education quality enhancement project of USAID/IQPEP.

1.6 Limitation of the Study

While carrying out this research activity, the student researcher encountered certain constraints. In addition, financial and time factors adversely affect the richness of the study in scope and depth.

1.7 Operational Definition

- 1. Primary Education** is the first stage of compulsory education. It is preceded by pre-School or nursery education and is followed by secondary education (World Bank, 2000).
- 2. Quality Education** Processes through which trained teachers use child- centered teaching approaches in well-managed classrooms and schools and skillful assessment facilitate learning and reduce disparities (World Bank, 2000).

1.8 Organization of the Study

This study is organized in to five chapters. Chapter one Deals with introducing the problem; background and statement of the problem; objectives; basic research questions and significance of the study; and delimitation of the study; operational definition; and organization of the study are included. Chapter Two is left to the review of related literature so as to put the theoretical foundation of the study. Chapter Three is concerned with the research design and methods, data sources, sampling techniques and the type of instruments used are discussed in detail. Chapter Four treats the analysis and interpretation of the data gathered. Chapter Five presents the Summary of major findings, conclusion drawn upon the findings and possible recommendations. Finally, the attached lists of reference materials used in the study, the appendixes, questionnaires, interview, focus group discussion guides are also included to make the thesis comprehensive.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Quality of Primary Education

A vast literature has appeared on educational quality in recent years, examining factors that help to improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries that are expanding enrolments rapidly to achieve education for all by 2015. In countries with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that improve quality, countries' programs as well as the literature increasingly emphasize teachers, schools, and communities as the engines of quality, with teacher quality identified a primary focus.

Quantity and quality of education now vie for policy attention and resources as never before while less developed countries have pursued the goal of universal primary education (UPE) for decades, these efforts have been renewed in recent years through the education for all (UNESCO, 2004).

Initiative and the goals established at the EFA 1990 and 2000 conferences. Although the Jomtien declaration did not ignore quality, increasing the quality of education was the priority at that time. Following Jomtien, most developing countries adopted policies promoting the rapid expansion of basic education as urgent. Significant growth in primary school enrolment took place, although all countries had fallen short of Jomtien goals by the end of the 1990s (UNESCO, 1999, 2004). While progress in expanding the quantity of education is admirable, this success has been diminished by decreasing, in some cases plummeting quality of education as enrolments grow well beyond the capacity and resources of national system (ADEA, 2004).

The growing emphasis and the need for quality to accompany the expansion of education, however, remain stubbornly secondary to the

persistent drive for quantity of education. Countries, policies to increase gross enrollment rates as rapidly as possible have been prompted by many factors, including the 2000 United Nations Millennium Declaration, which calls for up in all countries by 2015 with no mention of quality concerns (UNESCO, 2004).

Recent initiatives, such as the World Bank's Fast Track Initiative and USAID's Millennium challenge Account, make quality a priority concern while keeping a strong emphasis on the continued rapid growth of enrollments. The tension between quantity and quality has characterized last two decades, although the quality issue is now becoming so severe that it is described not a choice but as an imperative (UNESCO, 2004).

Decentralizing authority and responsibility to more local levels in education and other sectors accompanies a general trend toward democratization and strengthening of civil society. In education, decentralization has had a significant impact by empowering teachers and school leaders to take greater control of their practice and responsibility for their professional development (Ginsburg and Schubert, 2001).

Teachers and classroom process are now front and center and they are generally agreed to key to education quality. Although the observation that quality of students' learning occurs mainly as a result of interaction with teachers and processes that take place in classrooms seems to be a commonsense formulation, it has not received the attention from policy makers that it deserves until recanting (ADEA, 2004; Anderson, 2002).

2.2 Indicators of Quality Primary Education

Indicators are tools that make it possible to sense and report the state of an educational system to the whole of education community (Savaugeot, 2003). The issues of quality primary education based on how efficiently and effectively the primary education system meets the goals of primary education and the national objectives. Hence, in our examination of quality of primary education the key indicator within the realm of the

inputs, processes and outcomes. In which input influences process, and process influences outcomes.

Inputs are all possible input indicators, finance and human resources are the major one, which include a broad range of factors such as school, students characteristics and community characteristics, teachers qualifications, training moral and commitment; adequate facilities and student characteristics, household characteristics including parental attitude household income, community economic and labor market conditions; cultural and religious (UNESCO, 2004).

Process is indicator of system efficiency which includes school climate, teaching and learning. School climate is contains many factors such as strong leadership, high expectations, positive teacher attitude, safe and gender sensitive environment, incentives for good results, flexibility and autonomy. Teaching learning is includes sufficient learning time, active teaching methods, integrated system for assessment and feedback, appropriate class size, appropriate use of language.

Outcomes there is three aspects of outcomes achievement i.e. what students really learn; attainment i.e. the number of students that actually meet the standards, by passing the exams and acquiring formal qualification and standards i.e. the outcomes sought by society.

Clearly, there is a tread of between the usefulness of these indicators, Standards may be easy to identify, but not very informative. Attainment tells us more, but it's harder to measure. Most informative are surveys of student achievement, but they are complex, expensive and scarce (UNESCO, 2004).

However, measures of output, input or process in isolation provide very little useful information regarding the true quality of education system. Thus, the quality of an educational program will be defined by inputs, outputs and value added measures, assessed in interrelationships with one another. Nonetheless, the impacts of these factors have significance difference between developed and developing countries (UNESCO, 2002).

As effect of this, in the interpretation of the phenomena of repetition and dropout requires caution. High level of grade repetition and dropout usually indicate system inefficiency. For instance, in Sub-Saharan Africa more than one repeats at least one grade in primary school (MOE, 2005).

2.3 Strategies for Improving Quality Primary Education

No one seeks to slow down the advantage of quality education. Since quality education is a key to the advancement of the individual and the society at large. Nonetheless, the strategies to improve the quality of education system should be depending on the particular condition of the country. Therefore, there are different strategies for improving quality primary education (Pestleswaite and Husen, 1995). For instance, structured the alternative to improve quality of primary education in Sub-Saharan Africa as pedagogical renewal and teacher development, decentralization and diversification of delivery systems, implementation of basic education reforms and innovations, and relevance adapting curricula and the use of African languages Verspoor cited in ADEA, 2004).

2.4 Problems in Achieving Quality Primary Education

As repeatedly explained in the above discussions education in many developing countries, especially in almost all Sub-Saharan countries take place under unfavorable condition and unacceptably low standards. Thus, using a composite of a number of relevant indicators can provide one way of solving the problem. However, there are well known problems associated with construction and interpretation of indicator.

Similarly UNICEF (2002) stated that systematic assessment of quality educations is hampered by lack of direct inculcators. Whatever the problem is difficult there is consensus on some. Major problems concerning quality primary education like lack of subject knowledge, pedagogical skills, the availability of text books, poorly constructed and equipped schools, lack of effective instruction because of low level of

teacher training a good number of them lack of the necessary skills for good quality instructions, lack of careful planning and development, Weak management and supervisor links, higher growth enrolment which results in teachers shortage and rapidly increasing pupil teacher ratios and problem of preparation and provision of curriculum materials.

2.5 The Role and Contribution of NGOs in Ethiopian

Education

NGOs are voluntary organizations that work with and very often on behalf of others. Their activities are focused on issues and people beyond their own staff and memberships. The common element to all voluntary organizations is that they serve as mediators between the individual and the state, both holding society together lubricating it for social change. To meet such expectation, NGOs play role in social services and employment creation, etc. Much of their emphasis goes on to the improvement of education, health, agriculture and general societal and environment development (Bills and Harris, 1996, p.:45).

On the other hand, NGOs are not expected provide all solution by themselves to problems on a national scale. The major concern to them is to make the people to understand their limitations and do priorities to solve problems by themselves. The assistance is not an end by itself; it is a means to enable people to do without assistance so that they can solve their problems (Reiff, 1983).

The other most important role of NGOs is that working in the field of development to support and strengthen the indigenous capacities. Since development facilitated through the capacity building of the people to make their own potential and resource, in support of this, UN (1993, p.:30) emphasizes, No person (institution) state is too poor to develop out of its own bootstraps provided, motivation, priority, Organization.

There were more than 250 NGOs in Ethiopia where 145 and local and 105 international NGOs participants in different sectors of the regions. Among these more than seventy-five NGOs were involved in education.

Most of the NGOs work in integrated programs. An NGO can involve itself into two or more major programs (Getachew and Lulseged, 1996, p.:32).

According to the survey study conducted by Yoseph (1998), shows in Ethiopia 32.58% of NGOs finance goes into projects associated with integrated rural development, 16.5% is spent on agricultural projects, health projects receive 8.68%, urban development 7.51% , environmental conservation 6.21%, water and sanitation 4.21% and education 3.29% and the rest goes to other sectors although they are making important contributions in the respective sectors in funding programs, adult education, technical assistance, conducting research and in development activates in general.

In most cases, NGOs are strong grass root organizations. They have good local knowledge of the area and the people. This provides stronger and wider contact with people in the grass roots level enhancing their capacity of organizing and mobilizing the community for integrated development programs. Their activities allow them to play greater roles. However, the success or failure of NGOs is determined by the people.

The multitude nature of the educational problem of Ethiopia made it impossible to make a major stride forward. Because such backlog of problem needs resources both in manpower, finance and materials for in excess of the government budget (Getachew and Lulseged, 1996). Thus Ethiopia has been seeking financial as well as technical assistance from NGOs as supplement to its effort to bridge the gap between demand and supply. There are many NGOs involved in the field of education. They are making contributions.

Education demands not only quantitative but also qualitative improvement. In order to bring this, the role of voluntary organizations should not be considered as peripheral but as central and very core of the program. In line with this, Marais (1997, p.:84-85) indicates their role in education like surveying and critically analyzing policy proposal and making alternative recommendations in all projects of education reform,

providing career study options and vocational guidance areas generally neglected by the state, developing new educational materials, including new and alternative textbooks, running crèches (kindergarten) and education centers in disadvantaged areas, designing and presenting bridging course from secondary to tertiary education and assisting with in service training for teachers and teachers upgrading courses, etc.

Of course, such activities should be evaluated in accordance with the quality of education objective. Their correspondence with objectives, values, and policy should be a decisive factor. By and large, all the above inputs factors contribute significantly to the quality of education (Marais, 1997).

2.6 The Role and Impact of NGOs in Capacity

Development

As development actors, NGOs have become the main service providers in countries where the government is unable to fulfill its traditional role. In the education sector, many NGOs have moved beyond gap-filling initiatives into capacity building activities.

NGOs are increasingly involved in capacity development. As the development discourse leans towards developing skills and tools for strengthening society, NGOs have reacted accordingly. They wish first and foremost to remain important stakeholders in development and to impart their extensive knowledge in the education sector. This involvement changes the ways in which NGOs operate. Capacity-building activities complement traditional service provision, though this does not mean that all NGOs have good relations with government. In any case, NGO activities are increasingly diverse. They have an impact on the interpretation of capacity development.

NGOs are influenced by the ideology of capacity development as defined by the hegemonic development discourse, but they also influence its meaning from the outside. This modified interpretation of capacity development can weaken central government but strengthen it in the long term.

NGOs have the capacity to innovate and adapt more quickly than national governments; therefore, their actions can undermine government initiatives. But if they scale up their activities and impart their knowledge and techniques at the government level, the country as a whole can benefit. NGOs have a significant impact on the whole process but are also plagued by severe obstacles. NGOs continue to suffer from a lack of resources and from their general estrangement from the state. Unless they become partners with government, and not competitors capacity-building initiatives will continue to be stunted (TRCN, 2007).

Capacity development implies assisting governments in becoming responsible and legitimate actors, willing to assume ownership of their proper development processes. In reality, this is yet to be the case, precisely because the state in many countries does not yet play its developmental role fully.

In public sectors such as health and education, development NGOs has been occupying the role of main service providers over the past few years. Often replacing the role of the government on the ground, especially in remote rural areas, NGOs have traditionally assumed a gap-filling role that has sometimes created conflicting relations with governments. In this context, their strategies and activities are of interest in so far as they have an impact on governmental capacity development in the education sector. Indeed, while the continuation of their gap-filling role depends on the government's lack of capacity, NGOs increasingly demand that governmental priorities change by paying more attention to those people who have not yet been reached.

They act therefore as innovators, critics, advocates and policy partners. The capacity development concept and the need to focus on strengthening government capacity provide NGOs with new challenges. The possible contradictions between capacity development as a developmental paradigm and NGOs role as gap fillers correspond to the tensions between the new and the traditional roles of NGOs.

2.7 USAID Assistance to the Ethiopian Education System

As Ethiopia are currently seen as one of the poorest countries in the world. Financing the social sector in general and education sector in particular relies heavily on foreign aid such as USAID to provide education for its people. USAID support in primary education started in 1995 with the aim of improving the quality and equity of primary education. USAID/Ethiopian's education support mainly focuses on: i) improving the quality of teachers, ii) provision of quality textbooks and other learning materials, iii) strengthening civic education in primary schools, iv) improving community school partnership, v) capacity building and system strengthening in planning and management, vi) increasing access to quality basic education through alternative basic education program, vii) support for girls access to secondary education through the ambassador's girls scholarship program, and viii) support to orphan and vulnerable children in schools (USAID/Ethiopia, 2006).

2.8 The Role of Improving Quality Primary Education Program (IQPEP)

The Improving the Quality of Primary Education Program (IQPEP) is a five-year country-wide program in Ethiopia working with the Ministry of Education (MOE), the Regional State and City Administration Education Bureaus (RSEBs/CAEBs), Colleges of Teacher Education (CTEs), Woreda Education Offices (WEOs), Kebeles, schools, and communities to build quality, equity, and access to education within Ethiopia's rapidly expanding primary education sector. IQPEP is funded by the United State Agency for International Development (USAID) and, until July 2011, was implemented by the Academy for Educational Development (AED) and Pact/Ethiopia; since then, IQPEP is being implemented by Family Health International (FHI) and Pact. IQPEP recently completed its third year of implementation and is well-positioned to further extend and expand its work during Year 4, which starts on 1 July 2012 and runs through 30 June 2013.

IQPEP is a capacity-building program that focuses on improving the planning and management of primary education and transforming the teaching-learning process.

The program continues some of the activities of previous USAID-funded programs in primary education in Ethiopia—BESO I (1995-2002), BESO II (2002-2005), BEP (2005-2007), and EQUIP II (2008-2009) in the areas of teacher development, planning and management, and gender equity. IQPEP also introduces new emphases within programs, most notably a focus on improving the reading proficiency of students in the early primary grades.

IQPEP is closely aligned with new Ministry of Education initiatives, particularly the ministry's General Education Quality Improvement Program (GEQIP), the School Improvement Program (SIP), the Teacher Development Program (TDP), and the Management and Planning (MAP) programs within GEQIP. IQPEP is also responsive to the government's Business Process Re-engineering (BPR) that brought to all government entities extensive re-structuring to create greater administrative and programmatic efficiency.

IQPEP is working in 2,615 target schools, all 30 CTEs, 200 focus Woredas, all regions and City Administrations, and the Central Ministry of Education to achieve two major goals those are improved reading proficiency in early grades and enhanced learning achievement of primary school students and improved planning, management, and monitoring of primary education.

Three outputs are essential for the achievement of these goals: 1) strengthened pre-service teacher education; 2) enhanced in-service teacher professional development; and 3) improved decentralized educational planning and management. Improved gender equity is also an essential goal within the program, as is monitoring and evaluation of program results.

IQPEP therefore, has five interrelated program components:

- Component 1: Strengthened Pre-service Teacher Education
- Component 2: Enhanced In-service Teacher Training
- Component 3: Improved Decentralized Planning and Management
- Component 4: Improved Gender Equity and Participation
- Component 5: Monitoring, Evaluation, Research and Analysis

The five program components have been designed in an integrated manner and contribute synergistically to the achievement of IQPEP's goals and objectives.

Pre- and in-service teacher education are viewed by the program as related points on a single continuum, and key activities such as Early Grade Reading and Writing (EGRW) activities, and the CTE-school linkage program are relevant to both pre-service and in-service teacher development. Likewise, the decentralized planning and management component relates equally to pre-service and in-service teacher development insofar as improving the education management system the environment in which teachers and principals work affects both teachers-in-training and teachers who are already deployed in schools, as well as school principals. Similarly, issues of gender, equity, and participation resonate throughout pre-service and in-service teacher education, as well as planning and management, and hence the inter-relatedness of that component with the first three program components is manifesting (IQPEP, 2013).

2.9 General Problems NGOs Encounter in Carrying Out Educational Activities

While NGOs are attractive for development, it is important not to lose sight of some of the problems and concern they confront. NGOs have limitation and areas where they can improve their performance. The major problems that NGOs involved in development activities encounter summarized here under.

NGOs do not always perform as effectively as expected in terms of poverty reach, popular participation, cost effectiveness, education, flexibility and innovations. They have neglected the landless and other marginalized peoples, thereby failing to reach the poorest of the poor (Chaplowe and Madden, 1996).

Lack of sufficient information to coordinate their activities and set of guidelines is the main weakness that has created unfavourable relations between the government and the NGOs. Government officials are often suspicious of social elements beyond their patronage and control that receive external sources of funding. The governments' fragmentary knowledge about the activity of NGOs is likely to impede the advantage too.

The other problem has its roots in the pattern of NGOs founding. The sources they obtain a weak resource base poses a problem to run their priorities as they intended to be important. The reason for this is that international NGOs and donors primarily decide that agenda, this forces the NGOs to follow donor fashion rather than meeting peoples' needs (Schmale, 1996).

There is also a tendency among some NGOs to follow established channels of assistance where networks already exist in effort to minimize costs and to focus their efforts where they are most likely to succeed in bringing about tangible and immediate improvement (Chaplowe and Madden, 1996, p.:6).

Other problems emanate from the fact that many NGOs were not set up by the people at the grass root level; instead they are the result of outside intervention. Thus, they face challenges of trust and acceptance by the people they work with.

Southern NGOs often face informational disadvantage on known how and technological availability. This is due to, as Fowler (1997, p.:13) puts it, "lack of the ability to perform adequately." They often also do not have the bargaining power to oppose northerners.

Donors require as conditions for funds but NGOs fail to document their activists. In this regard, success stories of local NGOs are limited. So their track record and credibility with donors affects their funding (Schmale, 1996, Pardon, 1998).

Some of the NGOs have limited impact at a policy level and do not have the managerial capacity to handle a lot of many they get too fast. Consequently, the unlimited increase in partners may lead to chaos and dissipation of energy and efforts especially in developing countries (Schmale, 1996).

The key factors impacting the success of NGOs are the political and economic realities in which they operate. It is usually the state which remains the final arbiter and determinant which shapes the outcomes of the NGOs work. Because NGOs are by their nature peripheral to the system, they seek to change. They lack the leverage necessary to maintain their influence when there are other more powerful competing interests involved (Chaplowe and Madden, 1996).

In general, developing countries have multiple programs of illiteracy, finance, materials and the problem of trained human resource. In order to tackle the problem, they need the support of other agencies to promote their developmental activities and to improve the lives of their people. NGOs are among the organizations that play considerable contribution to the developmental activities. Nevertheless, in order to maintain their advantages, NGOs must take caution in working with the state by avoiding the risk of unnecessary cooperation and resultant loss of credibility among their local clients.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

Under this part of the study, methods those are used in the study, the sources of data, samples, and techniques of selecting respondents are used for data collection and data analysis techniques. All this issues are discussed under this chapter.

3.1 Research Design

Based on the research problem and stated objectives, descriptive survey method were employed assuming that it helps to gather a large variety of data related to the problem under consideration. Descriptive survey method enables to spread data collection to large number of people over a large area and gives room for use of various data collecting instruments Kasaye and others (in Kouk, 1996).

3.2 Participants

The participants of this study were teachers, school principals, Educational Bureau Officials and USAID/IQPEP program coordinators.

The IQPEP intervention schools in the City Administration of Addis Ababa are a total of 45 primary schools in four Sub-cities. From these; 7 primary schools 80 Teachers 13 Principals and 3 cluster supervisors are included in the study. Of the total population 8 teachers and 10 Principals are selected as interview and focus group discussion participants. Two Sub-city Education Bureau Officials, two City Education Bureau Officials and three USAID/IQPEP program coordinators were selected purposively.

Sampling Techniques

There are 45 primary schools in 4 Sub-cities; from these 13 primary schools are Kotebe Linkage primary schools in Yeka and Bole Sub-city. Out of these primary schools in the City, 7 primary schools were selected purposively. The sample size was 16% of the total primary schools. In 7 primary schools, there are 303 teachers of which 147 are female, out of

these 47 male and 33 female respondents were selected by using purposive sampling techniques. Besides, two Sub-city Officials, 3 Supervisors, 13 Principals as well as 2 City Education Officials and 3 USAID/IQPEP staffs were purposively selected and included in the study.

The data were collected from primary and secondary sources. The primary data were collected from USAID/IQPEP Officials, Coordinators, Education Bureau Officials, Cluster Supervisors, Teachers and Principals of the schools under study. The selection of these people as a source of data was based on the experience that they had better information and actual participation in relation to the study. The secondary sources of data for this study were the available documents like USAID/IQPEP annual reports, teaching learning materials that were found in schools under study.

3.3 Instruments of Data Collection

To obtain valid and reliable data for the study, various methods of triangulation approaches were used. Under this study, various data gathering instruments like questionnaire, interview, focus group discussion (FGD), and document review were employed.

Questionnaire was designed to collect information on the contributions of USAID/IQPEP. The questionnaire was designed to collect information on how school Principals, Supervisors, Education Officials and Teachers perceived the contributions made by USAID/IQPEP to improve the professional competency of teaching force and to enhance leadership and management capacity to improve quality of primary education in Addis Ababa City Administration.

The questionnaire were selected as the appropriate data collection tool in assessing the extent to which participants of the study hold similar belief and opinions on the contributions of USAID/IQPEP.

To address some of the research questions interview were conducted with City Administration Education Bureau Officials, USAID/IQPEP Coordinat

ors, Sub-city Education Bureau Officials, Principals of conveniently selected Cluster Schools and Cluster Supervisors.

The focus group discussion (FGD) is a rapid assessment data gathering method in which a purposively selected set of participants. To address some of the research questions and to enrich the study the researcher conducted focus group discussion with selected Teachers and Principals in two cluster schools (Urael and Werha Yekatit Primary schools). The selection was based on the participation level of teachers in trainings that prepared by the project.

Different documents of USAID/IQPEP were primarily reviewed. It was used to obtain information regarding the background and objectives of the USAID/IQPEP project. Documents like annual reports, plan of the program, brochures, and teaching materials of the school under study that are available in the study area were revised.

3.4 Procedures

Questionnaires were distributed 80 to the Teachers, 13 Principals, 3 Supervisors, 2 Sub-city and 2 City Education Bureau Officials personally. Group in each school undertook orientations in seven primary schools for 80 Teachers. Care was taken to avoid leading questions, which directly teachers in a particular way in the questionnaires. Interview were used to collect qualitative data that covers information that are not included in the questionnaires for selected Principals, Supervisors, Sub-city and City Education Bureau Officials and IQPEP staffs to know the status and level of the project intervention in primary schools. Interview orientations were provided for participants. The number of participants involved in the interview was 25.

Focus Group Discussions with teachers and principals were used to collect qualitative data by acting as mediator and listener posing predetermined open-ended questions. Groups in each school undertook orientations.

3.5 Data Analysis

Data collected from questionnaire were organized in tabular forms and in terms of table and percentage. The respondents selected each response option appeared in each item of the questionnaire. The data are gathered after a careful examination of the interview, focus group discussion and the documents information.

An attempt was made to describe the information qualitatively and categorized them under dominant categories which are the positions of the majority of the interviewees, FGD participants and the cases from the documents.

Data interpretation was involved triangulation from different sources. Finally, based on the analyzed data, conclusions were made and possible recommendations were forwarded.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of the findings of the research. It comprises two main parts. The first part presents the characteristics of the respondents of the study that discusses the study population in terms of sex, age, marital status, place of work, educational background, current job, field of specialization and work experience.

Part two, on the other hand, deals with the analysis of the findings of the study. It includes the reflections and opinions of the respondents and the available documents.

The data collected from the respondents through questionnaires were organized in the tabular forms and in terms of table and percentage of respondents each response option appeared in each item of the questionnaire. The data gathered after a careful examination of the interview, focus group discussion and the documents information were described qualitatively and categorized them under dominant categories which are the positions of the majority of the interviewees, FGD participants and case from the documents.

4.1 Characteristics of the Study Population

As previously mentioned in chapter three under the research methods; the questionnaire, interview, focus group discussion and document review were the major data collection instruments used in the study.

The questionnaire were distributed to 100 teachers, 21 school principals, 3 Cluster Supervisors, 2 Sub-city Education Bureau Officials, and 2 Addis Ababa City Education Bureau Officials. Hence, 80 (80%) of 100 teachers and 13 (62%) of 21 School Principals are filled and returned the questionnaires. The rest respondents (cluster supervisors and Education Bureau Officials) were filled and returned all questionnaires.

And also 5 Teachers, 2 Sub-city Education Bureau Officials, 2 City Administration Education Officials, 3 Cluster Supervisors, 10 School Principals and 3 USAID/IQPEP Program coordinators were interviewed.

Therefore, the characteristics were examined based on the data obtained on the biographic section of the returned questionnaires and the interview. The following tables are devoted to this purpose.

Table 1

Sex, age and marital status of teachers and principals

Variables	Items	Teacher		Principal	
		No	%	No	%
Sex	Male	47	58.75	7	54
	Female	33	41.25	6	46
	Total	80	100	13	100
Age	20-30yr	44	55	6	46
	31-40yr	30	38	4	31
	41-50yr	4	5	3	23
	51 & above	2	2	-	-
	Total	80	100	13	100
Marital status	Single	50	63	4	31
	Married	27	34	9	69
	Divorced	3	3	-	-
	Total	80	100	13	100

As we can see from table 1 we can find that 47 (59%) of Teachers, 7 (54%) of Principals, 2 (67%) of Cluster Supervisors and 4(100%) of Education Bureau Officials respectively were male respondents. It can be inferred from this, the participation of female teachers and principals in primary schools of Addis Ababa City Administration is better, this reflecting the promising development of female participation rate in Ethiopian education system particularly in primary schools. In the case of cluster supervisors and Education Bureau Officials females participation rate is low when we compared to their participation as Teachers and school Principals.

In terms of age in table 1 shows that 44 (55%) of the Teachers, 6 (46%) Principals and 2 (67%) of Cluster supervisors fall under the same age bracket (20-30years). The table also shows that 30 (38%) of teachers 7 (31%) principals, 1 (33%) of cluster supervisors and 1(25%) of Education Bureau Officials found at the age ranges between 31-40 years. Table 1, shows that 4 (5%) of teachers, 9 (23%) of principals and 1(25%) of Education Bureau Officials age range found between 41-50 years. It can

be understand from this that, the highest number of principals age range fall at 41-50 years, this reflects the principals were aged in Addis Ababa City Administration primary schools in general and IQPEP intervention schools in particular.

Items of table 1, also depicts that most of the teachers 50(63%) are single and 84% of principals and all Education Bureau Officials in other hand are married. In the case of cluster supervisors and education bureau officials are married.

According to table 1, all teachers, principals and cluster supervisors were regularly working in schools. From the Education Officials 2 (50%) were working in Sub-city Education Offices and the rest 2 (50%) Education Officers were in Addis Ababa City Administration Education Bureau.

Table 2

Qualification, field of study and work experience of teachers and principals

Variables	Items	Teacher		Principal	
		No	%	No	%
Education level	B.A/BSC	29	36	8	62
	Diploma	45	56	5	38
	TTI	6	8	-	-
	Total	80	100	13	100
Field of study	Social Science	19	24	3	23
	Natural sc.	29	36	1	8
	Language	16	20	2	15
	Mathematics	16	20	2	15
	EDPM	-	-	4	31
	Others	-	-	1	8
	Total	80	100	13	100
Work Experience	Less than 5	27	34	6	46
	6-10 yrs.	34	43	5	38
	11-15 yrs.	11	14	-	-
	16-20 yrs.	5	6	1	8
	Above 20 yrs.	3	3	1	8
	Total	80	100	13	100

As table 2 shows that 29(36%) of teachers, 8(62%) of principals, 2(50%) of Education Bureau Officials and all cluster supervisors were first degree holders, while the remaining 41(64%) of Teachers and 5(38%) of Principals were diploma holders and 2(50%) of Education Bureau Officials had second degree. This shows that those personnel's to work at

each position were well qualified and assuming to have the necessary knowledge on what they have done.

Regarding their total work experience the above table depicts that 34% of teachers, 46% of principals, and 100% of Supervisors and 25 of Education Bureau Officials had an experience of less than five years and 43% of teachers and 38% of principals of them had an experience of 6-10 years. The later could be taken as an advantage since teachers and principals with high experience could have accumulated proven experience and wealth knowledge to share to their students.

4.2 Contribution made by USAID/IQPEP in terms of Improving Quality of Primary Education

As stated in the review of literature of this study there is some agreement about the meanings and implications of the term "quality education". Quality in education is a complex issue which is difficult to define and measure. Thus, assessing quality is not simple thing to do. However, what is most easy to measure is least important and the other way around (AED, 2005:17)

Even though there is no standard definition for quality it depends on its dimensions one is referring to. This includes inputs, process or out puts and results. Input which are paramount to a good school, which are a school with well qualified teachers and equipment, and process that pertains to a good school that a school in which there is discipline and a good environment. The results, that has with a good school which produces good exam score and outcomes. This implies the idea that a good school is a school that produces responsible and conscientious citizens.

To improve education quality there should be a need to focus on schools and teachers, supported by strong supervision, flexible policies, efficient administration and community involvement, this linking education quality with the concept of decentralization (USAID, 2005).

Quality of Primary Education before the Intervention

This section deals with the conditions of support provided to teachers to develop their professional competency before USAID/IQPEP started its activity in the City Administration of Addis Ababa, which would help us the base to gauge the contributions made by USAID/IQPEP in improving education quality in primary schools of Addis Ababa city Administration. In the literature review chapter it was repeatedly said that the role of teachers in improving the quality of education is vital and center. Teachers and classroom process are now front and center, and they are generally agreed to be key to education quality. Teacher professional development ensures that theories acquired in initial preparation can be successfully implemented in practice.

Quality in-service professional development, backed by a supportive school community of practice, is essential to ensuring that reforms in teaching-learning process reach classroom are correctly implemented in the classroom, and are sustained.

Table 3
The quality of primary education before the intervention

	Items	Teacher		Principals	
		No	%	No	%
What was the quality of education in your school before USAID/IQPEP	Very high	5	6	2	15
	High	27	34	6	46
	Low	45	56	5	39
Intervention?	Very low	3	4	-	-
	Total	80	100	13	100

As the above table shows majority of the respondents i.e. 45 (56%) of the Teachers, 5(39) of Principals, 3(100%) of Cluster Supervisors and 3(100%) of Education Bureau Officials responded that the quality of education in the schools before the intervention of the project was low on the other hand 27(34%) of the Teachers, 6 (46%) of the Principals and 1(25%) of the Education Bureau Official responded that the quality of

education in the schools was higher. Accordingly, open ended questionnaires were administered to identify the major reasons for the low quality of education in their respective schools.

The majority of respondents replied that lack of adequate educational materials or inputs, lack of better qualified and motivated teachers, poor teaching methodologies like teacher-centered approach, poor educational leadership capacity of principals, and lack of regular supervision. Thus, from this one can clearly conclude that no single factor make the difference of quality education.

Table 4
Contribution of the project in providing resources for school

Activities	Teacher		Principal	
	No	%	No	%
Classroom materials like desks tables	-	-	-	-
Students text books	5	6	1	8
Teachers guide	7	9	1	8
Supplementary books	80	100	13	100
Materials for producing teaching aids	25	31	4	8
Laboratory Equipments	22	27	3	23
Computers	18	22	3	23
Duplicating machines	2	3	1	8
Materials for mini educational media	7	8	1	8
Serving machines to strengthen co-curricular activities	4	5	1	8
Others	-	-	-	-
Total	170	211	28	194

Note: For the above question respondents were asked to give more than one answer, if any.

In table 4, item 1 respondents were a list of items assumed to be provided with the assistance of the project to improve the teaching learning process of the sample primary schools of Addis Ababa City Administration. As it can be seen from the table, the provision of supplementary books to strengthen the library, the provision of materials for producing teaching aids to strength the school pedagogical center and the provision of teacher guides that helps to improve teaching learning process are among the first three priorities for all Teachers, Principals, Cluster Supervisors and Education Bureau Officials.

As can be seen in the table all the four groups of respondents replied that the provision of student text books, classroom materials like desks, tables and chairs and duplicating machines or photo copy machines were not provided by the project. However, as interview made with school principals and sub-city Education Bureau Officials, shortage of classroom materials like desks, tables and chairs were among the serious problems of primary schools in the City Administration of Addis Ababa. And also, the provision of laboratory equipment's or chemicals and materials to strengthen co-curricular activities were the least among the given alternatives.

Table 5
The level of adequacy of materials provided by the project

	Items	Teacher		Principal	
		No	%	No	%
1. What was the level of adequacy of materials you indicated to alleviate instructional problem?	Very adequacy	8	10	1	8
	Adequate	37	46	10	77
	Inadequate	32	40	2	15
	Very in adequate	3	4	-	-
	Total	80	100	13	100
2. To what extent the the provision of educational materials has contributed to the improvements of quality of education in your school?	Very much	13	16	4	31
	Much	51	64	7	54
	Little	16	20	2	15
	Very Little	-	-	-	-
	Total	80	100	13	100

As indicated in item 1 of table 5 respondents were asked about the level of contributions of the indicated material to alleviate the instructional problems of the schools. Accordingly, the majority of respondents i.e. 37(46%) of the teachers, 10(77%) of the school principals, 2 (67%) of cluster supervisors and 2 (50%) Education Bureau Officials agreed that the above mentioned activities had highly contributed to the enhancement of the teaching learning process in the sample schools.

In table 5, item 2 respondents were also asked if the indicated materials have contributed to the improvement of the quality of education or not. Based on this 51(64%) and 16(20%) of teachers responded much and little respectively. Whereas the majority of the principals i.e. 7(54%), 3(100%) cluster supervisors and 3(75%) of Education Bureau Officials responded that it was much. But 1(25%) of the Education Bureau Officials responded that the contribution of the indicated materials for improvement of quality was low. The difference in the response of Education Bureau Officials, Teachers, Principals and Cluster Supervisors may be a matter of giving priority for input and process of education system. However, if it has very high contribution for improvement of the educational process defiantly it has own contribution to quality.

Interview were also conducted with Addis Ababa City Administration Education Officials, Sub-city Education Officials, Principals, Cluster Supervisor and USAID/IQPEP National in-service teacher development program coordinator, about the adequacy of the inputs to improve the teaching learning process and quality primary education in the City administration of Addis Ababa. Addis Ababa City Administration Education Officials, Principals and USAID/IQPEP program coordinators responded that the provision of these inputs alone did not bring significant change on quality education even though it has great contribution to alleviate the instructional problems of the schools. However, the interview results with Sub-city Education Bureau Officials showed that the provision of the inputs were equally important for

quality and instructional process of the schools. From the foregoing discussions with Teachers and Principals, the provision of inputs was important for the improvement of instructional process and quality education in sample schools.

On the other hand Cluster Supervisors said that, Other than inputs process was more important for the improvement of instructional process and quality education. Thus, it is possible to say that no single factor (inputs or process) make the difference.

Table 6
Activities accomplished by USAID/IQPEP Improve Quality of Primary Education

Activities	Teacher		Principal	
	No	%	No	%
Built additional classrooms to decrease the class size	-	-	-	-
Built additional toilets in the schools	-	-	-	-
Improved the quality of school environment by promoting school facilities	25	31	10	77
Decrease dropout rate of students by helping to improve the material conditions of instruction	13	16	7	54
Reduced the number of repeater by arranging tutorial programs to help the academically weak students	9	11	-	-
Supplementary reading materials were bought or prepared or to enrich the reading room	73	91	13	100
Adequate instructional aides were prepared or bought by the grant of project	32	40	12	92
Total	152	189	42	323

Note: For the above question respondents were asked to give more than one answer, if any.

In table 6 above Teachers, Principals, Cluster Supervisors and Education Bureau Officials were asked to choose among the listed alternative activities made by the assistance of the project for the improvement of quality primary education in the schools. Accordingly, majority of the Teachers 39(49%), Principals 9(69%), Cluster Supervisors 3(100%) and Education Officials 2(50%) said that the sample schools had enriched the reading room (reading corner) with supplementary reading materials that were bought or prepared by the project. Few number of Teachers 13(16%) and 1(8%) Principals said that the sample schools had reduced the dropout rate of children.

4.3 Contribution of the Project in Promoting Teachers' Motivation

School is the important functional locus of efforts for improving quality; certainly the most critical factor within the school for facilitating student learning is the teaching skills in creating quality of learning. The UNESCO EFA Global Monitoring Report (2004:152) confirms this fact by stating that what goes in the classroom and impact of the teacher and teaching has been identified in numerous studies as the crucial variable for improving quality.

The way teachers teach and their motivation are critical concern in any reform designed to improve quality. Based on this, USAID/IQPEP gave high emphasis to the different aspects of the teacher to bring about the expected improvement in the quality of education.

The following discussion presents how the USAID/IQPEP project contributed towards motivation of teachers.

Table 7
Contribution of the Project in Promoting Teachers Motivation

Item	Teacher		Principal		
	No	%	No	%	
What was the level of motivation of teachers to teach in your school before the intervention of USAID/IQPEP?	Very High	8	10	-	-
	High	48	60	9	69
	Low	24	30	4	31
	Very Low	-	-	-	-
Total	80	100	13	100	

As given in table 7 48(60%) of Teachers, 9(69%) of Principals and 1(25%) of Education Bureau Officials responded that the motivation of teachers before the involvement of the project was high. This may be because of two reasons, which are the government policy shift from quantity education to quality of education in addition to this, the attention given to teacher's professional development and the problem of self-evaluation or the commitment they had to bring about change in their school. And also 24(30%) of Teacher, 4(31%) of Principals 3(100%) of the Cluster Supervisors and 3(75%) of Education Bureau Officials were responded that the motivation of the teachers before the project was low.

However, in areas where few other resources are available, teachers can make a big difference but there are many concerns about motivation of the teacher: with poor supervision, with unsuitable school environment, with poor infrastructure, without reward for their good performance and the like, the motivation of teacher for teaching and learning process may not be significant.

Table 8
The efforts made by the project to motivate teachers

What efforts were made by USAID/IQPEP to motivate teachers?	Teacher		Principal	
	No	%	No	%
Trainings on continuous assessment were provided	27	34	12	27
Provided training in managing large class size	78	97	9	20
Provided training in active learning method	62	77	10	22
Provided training on educational leadership	39	49	9	20
Awarded teachers for their good performance	4	5	3	7
Other (if any)	-	-	2	4
Total	210	262	45	100

In table 8, the respondents were asked about the efforts made by the project to enhance the motivation of teachers. Of all the options given 27(34%) Teachers respondent 12(27%) of Principals, 3(100%) of Cluster Supervisors and 2(50%) Education Bureau officials agreed that the trainings provided on continuous assessment for teachers had motivated the teachers. And also 10(22%) of the Principals, 22(27%) of Teachers and 2(50%) of Education Bureau officials responded that the trainings provided on active learning method for teachers had motivated the teachers to shift their teaching method from teacher centered to student centered method. As can be seen in the table all the four groups of respondents replied that the provision of award to teacher for their good performance were not provided by the project. However, as interview made with City Administration Education Bureau Officials, Sub-city Bureau Officials and some of Principals, not giving incentive and not awards to teachers for their good performance were among the critical factors that affect teachers motivation.

Generally, from the response it is safe to say that the various trainings given for the teacher and the attention given to develop the management of the schools had contributed more to promote teacher motivation. However, according to UNESCO (2006:152) the classroom conditions and teacher's earnings or incentives have paramount importance for motivation of teachers.

4.4 Contributions of USAID/IQPEP to Improve Quality in

Primary School

One of the objectives of USAID/IQPEP project is pre and in-service teacher education to contribute to improving quality of education personnel to enhance the application of student centered active learning method.

USAID/IQPEP National Teacher development Officer noted that among several categories of activities under the pre and in – service teacher development program; technical support in the form of training workshops for cluster schools, Satellite schools and linkage schools Teachers, Principals, Supervisors and Education Bureau Officials; development of teaching support materials and pedagogical process and strengthening of in-service support system were activities implemented in City Administration of Addis Ababa and pre-service support provided to Kotebe College of Teachers Education.

To realize its objectives USAID/IQPEP is implementing various teaching force empowerment activities through in-service teacher development program in cluster schools, and satellite schools and pre-service in linkage approach, which is creating linkage between primary schools and College of Teacher Education.

4.5 Activities Performed to Improve Quality of Education

To enhance the use of active learning method in classroom and create a system that supports teachers learning about different teaching techniques. USAID/IQPEP has organized schools in clusters and established study group of teachers.

1. The use of cluster centers by USAID/IQPEP in Addis Ababa City Administration.
2. Provide pre-service trainings for teacher development.
3. Provide in-service training for teacher development.

Documents of USAID and Addis Ababa Education Bureau equally revealed that organizing schools in cluster system originally the idea of Minister of Education but it strengthen and popular by USAID/AED, USAID/AED/EQUIPII and USAID/IQPEP.

USAID/IQPEP project also implementing its programs through six (6) school cluster system, 28 satellite schools in two sub-cities and 13 linkage schools by using Kotebe Teaching Training Collage in two Sub-cities (Bole and Yeka) with trained as staff development support facilitators.

According to USAID/IQPEP in-service teacher development coordinator the six cluster schools were adequately furnished with materials/equipment like computers, printers, and the training resources. All satellite and linkage schools were also adequately furnished with supplementary books to students and teachers to improve teaching learning process.

City Administration Education Bureau Officials, Cluster Supervisor and Sub-city Education Bureau Officials also confirmed that cluster schools, all satellite schools and Kotebe Teacher Training Collage linkage schools were well equipped in terms supplementary materials for teachers and students. They also noted that the program was supporting cluster centers with finance to conduct trainings. The researcher observed at Kirkos sub-city Cluster Center (Urael Primary School and Werha Yekatit Primary School), Akaki sub-city Cluster Center (Kality Primary School) were furnished with various equipment and training materials including printer, filling cabinet, computers, stationary materials, laboratory equipment, mathematical instruments, supplementary books and etc.

However, one of the cluster supervisors said that some of the equipment provided does not have accessories, no ink for printers and no cables for computers. If technical problem occurs with printers or computers there is no one to repair them. He also noted that there is no budget allocated from project to repair the materials.

According to USAID/IQPEP Teachers development component staff the projects contractual obligations is establishing, furnishing equipping and training personnel how to use and repair (operate) the equipments properly. With regard the contractual obligation of the project is met, but he further indicated that, the problem related with turnover of trained personnel.

The City Administration Education Bureau Officials confirmed the persistence of the problem saying; some of trained Principals, Cluster Supervisors were promoted to other positions, and transferred to other school or left their jobs. And also the problem of high turnover is grown to Sub-city Education Bureau level. They also said that the City Education Bureau and Sub-city Education Offices are taking measures to solve the problems that are seen in all cluster, satellite and linkage schools.

Teachers Trained by USAID/IQPEP Pre-service Teacher Development Program

Documents in USAID/IQPEP indicated that, pre-service teacher development component is working on 30 teacher training colleges and 400 linkage schools in country wide. In Addis Ababa City Administration the pre-service teacher development component is working with Kotebe Teacher Training College and 13 linkage schools in two sub-cities (Yeka and Bole). The component has provide trainings for Kotebe College of Teacher Education Deans, and Vice Deans, Training of Trainers (TOTs), and linkage primary school Teachers, Principals and Supervisors were trained on different topics.

Table 9

Number teachers trained in Pre-service teacher development program

Training participants	Materials	Number of training participants in sex		
		Male	Female	Total
Primary school Teachers	- Subject matter Hand book	66	109	175
	- Self-instructional kits	22	12	34
	- EGRW	52	84	136
Principals and Supervisors	- Instructional leadership	13	12	25
College Deans and Vice Deans	- CTE management capacity building	2	-	2
Training of Trainers (TOTs)	- Chemistry	1	-	1
	- Biology	1	-	1
	- Physics	11	-	11
	- SIK	3	-	3
	- EGRW	1	-	1

Source: IQPEP, 2012

According to years 3 Annual Report of USAID/IQPEP showed that the graduating class students GPAs were collected from Kotebe College of Teacher Education. After collecting the GPAs of graduating class students the comparison were made on the status of students GPAs, before and after intervention of USAID/IQPEP.

According to interview conducted with National pre-service teachers development coordinator showed that the comparisons were made but the changes are insignificant. The reason for this insignificant change was the support provided by the program is not directly contributed to their academic performance (achievement). And also he noted that the program support during first year of its intervention limited to only for five student clubs and it support 500.00 birr for each club i.e. around 2500 ETB annually but the support was widen in year 2 and 3 including different trainings like life skill training, information technology trainings and also preparing educational tours to selected students.

In addition to listed above in year 4 the project was conducted tutorial program for those students with low academic achievement three times per year but according to the National pre-service teachers development

coordinator the tutorial program is not yet started at Kotebe Teacher Education College because of the college had not complete their task on the given time schedule it affects the signing of the fourth year sub-contract.

As stated above the pre-service teacher's development component is working with 13 linkage schools in the City. The teachers in the linkage primary schools are provided on-job training to improve their professional teaching skills and knowledge on subject matter and teaching methodology.

According to the National pre-service teachers development component coordinator noted that, the project is assist the schools with trainings on subject matter, pedagogic issues and provide supplementary instructional materials for teachers, and provide trainings for school principals to improve their planning and management skills and the support brought significant change on quality education schools.

Teachers Trained by USAID/IQPEP in- service Teacher Development Program in Addis Ababa

This sub-section deals with assessing the contributions made by USAID/IQPEP in in-service teacher development program to enhance the quality of primary education.

If teacher are to become reflective practitioners who use active-learning approaches in their classroom, where, students learn through problem solving, critical dialogue, and these of higher - order thinking skill, teachers must learn and improve in professional development program that only advocated but also use and model these methods.

Documents in USAID/IQPEP and City Administration Education Bureau activity reports indicated that USAID/IQPEP teacher development program has trained 459 teachers of which 157 are females were trained in regional level.

The training was, conducted in both face to face and distance mode of delivery. Out of the total trained teacher 645 of which 218 are female teachers were trained in face to face and distance mode of delivery.

According to Addis Ababa Education Bureau Teachers and leaders development process owner, in addition to trainings and materials teacher's study groups were formed in all cluster and satellite schools.

And also the National coordinator for pre-service teacher's development coordinator noted that there are 13 linkage primary schools in the City and organized in 13 teacher study groups.

These study groups (found in cluster, satellite and linkage schools) were briefed on how to discuss and train each other further on self-professional Hand book, self-instructional kits and others materials distributed by the project, plus to materials the project supporting schools with finance (to each cluster, satellite and linkage schools teachers study groups ETB 1000 annually).

USAID/IQPEP (2011) activity reports showed that, the main topics of the trainings were based on student centered/active learning method, action research techniques, continuous assessment techniques, producing teaching learning materials from locally available resources, management of large class size in relation to active learning, integrated lesson planning and practice, socially relevant issues such as gender, HIV/AIDS, civics and environmental education.

Besides this training the Education Bureau Officials, Cluster Supervisors and Principals were provided training on topics of common concern such as instructional leadership and supervision, school management, gender issues and school based professional development. The following table should the numbers of participants in the integrated approach training, which focuses on topics of common concerns.

The USAID/IQPEP 2012 annual report indicates that 12 Educational Officials (1 females), and 86 School Principals of which 9 are females and

6 Cluster Supervisor (2 are females) in an integrated training provided by USAID/IQPEP.

During interview with City Administration Education Bureau Teachers and Leaders development process owner and Kirkos Sub-city Education Bureau Teachers development process assistant, they noted that prior to the intervention of USAID/IQPEP it can be said that there was no training opportunity to improve teachers practice from government side except workshops when new education policy draft by the government but before the intervention of IQPEP the former USAID funded projects (BESO I and II, BEP implemented by AED was provided different training to teachers.

Sub-city Education Bureau Officials also reported that, the positive intervention of USAID/IQPEP is building capacity of education personnel to enhance management and supervision at school level and improve the quality of instruction in classrooms must scale – up to all schools in the City.

Addis Ababa City Administration Education Bureau officials further mentioned that, the project assistance in terms of building the capacity of education personnel in all level is wonderful but its intervention is limited to only 46 primary schools including the linkage primary schools.

During focus group discussion participants commented on the approach of in-service training and they noted that the training provided on continuous assessment, managing large class size and active learning had changed their methodology and they have moved from just lecturing to discussion and engaging in dialogue with students, using group work, brain storming and problem solving. A teacher from Werha Yekatit primary school confirmed that the training brought change in teaching methodology saying “my teaching has become student centered and the students are no longer passive in the classroom.

An experienced Cluster Supervisor from Urael Cluster Center appreciated the in service trainings as helpful for teachers to enhance their professional competency and some changes are being observed in teaching methodology and students achievement as he observed as supervisor especially in grade 1-4. He further mentioned that the training was a single-shot training the knowledge and skills of teachers in teaching methodology using continuous assessment is not at expected level.

Nevertheless, significant number of teachers interviewed noted that, the change was not as easy process, and the progress update had been slow.

Furthermore some of the Teachers stated that, they did not know much about active learning and continuous assessment or how to implement it.

The other interviewed teacher also said that many of the trained Teachers and satellite school study group facilitators have been transferred to other positions or left their jobs so there should be additional training to fill the gap.

Similar idea was reflected during the interview by one of the cluster school Supervisor said that, the critical problem is the presence of high turnover in education sector in ways such as; promotion and resign from their job because generally the employees of education sector especially Teachers, Principals and Supervisors are not happy in their job and they are always looking for the way to change their job. Furthermore, she noted that the USAID/EQPEP National in-service teacher's development component also feared about the frequent change personnel in schools and Education Offices.

During focus group discussion participants viewed school cluster system approach as a sound program to enhance teachers' professional capacity and many of them posited that the idea initiated and implemented is nice, trying to improve the quality of education through such approach

can help to develop teachers professional competency and helps teacher to share experiences and mobilize resources.

Some of the participants also viewed cluster system approach as enabler to facilitate research by Teachers, Principals and Supervisors to find out problems faced their school.

4.6 The Contribution Made to Enhance the Capacity of Leadership and Management

In this sub-section the intervention made by USAID/IQPEP to enhance the capacity of educational leadership and management in City Administration of Addis Ababa is presented.

As it was discussed in the literature review chapter Ethiopia's 1994 Education and training policy, notes that streamlining the management and organization of the educational system and creating a highly decentralized, coordinated, and efficient structure are critical to enhancing access, quality, equity and efficiency. One of the operational areas focused on improving the effectiveness and efficiency of general education management, and administration with attention to school planning and management.

USAID/IQPEP documents reports that USAID/ Ethiopia has supported to improve quality of education in Addis Ababa City since 2009 in collaboration with City Administration Education Bureau, Sub-city Education and Schools.

Build the Capacity Woreda Education Officers

According to USAID/IQPEP activity reports showed that from the commencement of the, project August 2009 until April 2013 it was trained 205 Woreda education Officials of which 41 were females.

Building the capacity of Woreda education officers enhances, their overall management capacity in planning, monitoring supervision, community participation and leadership in the interest of improving the quality of education in their Woredas.

Build the capacity of Kebele Education and Training Board

As stated in USAID/IQPEP Annual documents, the project seriously working to, build the capacity of Kebele level Education officials to arouse the active community participation in education for effective resource mobilization and utilization and for encouraging citizens to bring. Froth their best for their, children's education with this aim, through its KETB members training, IQPEP planned to enhance KETB members' capacity in the areas of planning, community mobilization, school management, supporting girls education, and so on. To this effect, USAID/IQPEP has trained 58 (11female) Kebele education officials in City Administration of Addis Ababa on different training topic by using four training modules that prepared by USAID/IQPEP planning and management component.

In addition to Woreda education officers and Kebele Education and training board USAD/IQPEP has provided training to RESEB/CAEB mid-level managers (2) and MOE and RSEB/CAEB Technical experts (5) were participated in trainings.

USAID/IQPEP document indicated that around 345(205female) teachers were participated in the training. The trainings primarily provided on three modules such as subject matter Handbook, self-instructional kits and EGRW in addition. 23 (2 female) principals and 2 supervisors were trained.

The data obtained through interview with one of the Abiyot primary School teacher showed that, the training provided regarding EGRW helped us to identify our students those can read and write and to motivate students to read and write. In addition, we organized reading corners and students are effectively read different story books.

Material Development

USAID/IQPEP Annual reports indicated that the program developed different training materials based on the needs assessment survey in nationwide.

Table 10

Number of modules and subject Matter Teachers' handbooks printed and distributed in 2009/10.

Types of Modules	Total
Module 1: How to help students learn effectively using active learning methods: (Grades 5-8 teachers)	12,000
Module1: Active learning: a practical guide (Grades 5-8 teachers)	12,000
Module 2A: Sample learning activities for grades 5-6	12,000
Module 2B: Sample learning activities for grades 7-8	11,244
Module 3: Continuous assessment and how to use it (Grades 5-8 teachers)	12,000
Module 4: Gender issues (Grades 1-4 teachers)	12,000
Module 4: Gender issues for second cycle teachers (Grades 5-8 teachers)	12,000
Module 6: How to manage large classes to promote active learning: some tips (grades 1-4teachers)	12,000
Module 6: Large class management: Tips and Guidelines (Grades 5-8teachers)	11,244
Teachers' handbooks on Formative Continuous Assessment: Grade one	12,000
Teachers' handbooks on Formative Continuous Assessment: Grade two	12,000
Teachers' handbooks on Formative Continuous Assessment: Grade three	11,244
Teachers' handbooks on Formative Continuous Assessment: Grade four	12,000
Mathematics Teachers' Handbook	12,000
G/Total	155,244

Source: USAID/IQPEP, 2010

Note: The materials mentioned in the above table are prepared for national level.

According to table 11, USAID/IQPEP has produced and distributed 155,224 different modules, subject matter teacher's handbooks in year by four languages at national level.

Table 11

Number of subject Matter Teachers' handbooks printed and distributed in 2010, by language.

Subject matter	Number of copies by language			Total
	English	Amharic	A.Oromo	
Biology Teachers Handbook	3,260	2,070	1,014	6,344
Chemistry Teachers' handbook	3,260	2,070	1,014	6,344
Physics Teachers' Handbook.	2,260	2,070	1,014	6,344
Science laboratory Manual	3,260	2,070	1,014	6,344
Total	13,040	8,280	4,056	25,376

Source: USAID/IQPEP, 2011

Note: The materials mentioned in the above table are prepared for national Level.

As table 12 infers that in year two, 25,376 subject matter teachers' handbook materials were produced and distributed to all USAID/IQPEP intervention schools.

Table 12

Number of early grade reading modules printed in 2010 by language.

Modules	Number of copies
	Total
Module 1: Teaching Reading and Writing in the Nationality languages	7,910
Module 2: Teaching Reading and Writing in to subject areas	7,910
Module 3: Teaching Reading and Writing to support English language learning	7,910
Module 4: Creating Appropriate Environments that support Teaching Reading & Writing	7,910
Total	31,640

Source: USAID/IQPEP, 2011

Note: The materials mentioned in the above table are prepared for national level.

Table 13 depicts that the project were produced and distributed Early Grade Reading modules to teachers. In addition, the modules were translated to four nation nationality languages.

Table 13

Number of Handbooks/modules printed and distributed in 2011/12

Types of modules Handbook	Total Number of copies printed and distributed
Subject matter supplementary handbooks	
Biology Teachers' handbook	6,711
Chemistry Teachers' handbook	6,711
Physics Teachers' handbook	6,711
Science laboratory Manual	6,711
Self - instructional	
Understanding and handling students Behavior	10,460
Production and usage of instructional materials using locally Available resources.	10,460
Action Research: Techniques and Applications (A practical Guide for primary school Teachers)	10,460
Early Grade Reading and Writing Modules	
Module one: Teaching reading and writing in the nationality languages.	7,845
Module two: Teaching Reading and writing in the subject Areas.	7,845
Module Two: Teaching Reading and writing and writing to support English language learning.	7,845
Module Four: creating Appropriate environment that support teaching reading and writing.	7,845
Grand total	89,604

Source: USAID/IQPEP, 2013

Note: the materials mentioned in the above table are prepared for national level.

General as the researcher observed all schools and City Administration Education Bureau Officials and Cluster Supervisors confirmed that all the above mentioned materials have reached to all schools and are being

used by teachers in planning lessons and conducting cluster based training.

Training on using planning and Management tools

Table 14

Participants of training on using planning and management tools effectively

Types of trainings	Number of participants		
	Male	Female	Total
PMIS	13	11	24
MMIS	3	1	4
STRMIS	2	1	3
TOTAL	20	14	31

Source: USAID/IQPEP, 2013

The above table infers that 13 Education Personnel of which 11 were female selected from Sub-city Education Offices and City Administration Education Bureau were trained on personnel management information system (PMIS) and 4 personnel (1 female) from City Education Bureau were trained on material management information system. In addition, College registrars were trained on student Registration Management information system.

The personnel Management information system (PMIS) is one of the interventions for improving decentralized planning and management focusing on human resources management at Sub-city level. PMIS is computer software designed for entering, storing and categorizing personnel data and producing a variety of needed reports on personnel.

The personnel management information system (PMIS) training is intended to enable education officials to produce reliable and up-to-date information on personnel for decision makers and planners to forecast human resource needs of their respective sub-cities and to design long term strategies to address staffing requirements.

Documents of Addis Ababa City Administration and USAID/IQPEP Annual reports equally revealed that, recently the City Administration of Addis Ababa was restructured to now have 116 Woreda Administrative units, and as such, the education bureau planned and budgeted to implement the PMIS in the 116 Woreda education offices. In light of this,

IQPEP modified the PMIS software to fit the new organizational structure of each Woreda Education Office. The training for this was conducted for 91 employees selected from 91 WEOs and the system has been implemented in the 91 WEOs where there are permanently assigned employees in the education offices.

Similar to the PMIS, MMIS is computer software designed for entering, storing and registration of inventory items and producing a variety of needed reports on materials.

The materials Management Information system (MMIS) was implemented and handed over to the Ministry of Education during the BEP program. However, again due to high turnover of staff and the restructuring of the MOE, the software was never fully utilized.

As noted by the planning and management component expert, in year 3 of the project based on the requests from the MOE, the overall status of the system were oriented to 4 employees (Human Resources Directorate Director, two Auditors, and one staff member from the Property Administration Directorate).

According to USAID/IQPEP 3rd year Annual report, in addition to PMIS, MMIS and projection model the planning and management component provided students' Registration Management, Information System (SRMIS) trainings to college registrars on SRMIS functional features, database configuration, manipulation of records of students and instructors as well as courses using the front end of the software the training was also delivered on operating the SQL server 2000, which included installation of MS-SQL server 2000/2005, configuration of DSN, and writing queries to remove and edit faulty records.

The data obtained through interview from planning and management component expert, this software (SRMIS) is perfect for College registrar to minimize work burden and to edit faulty records easily.

Problems Encountered

1. USAID/IQPEP Officials were asked about problems they confronted in the process of implementing the projects activities with different stakeholders.

According to them, 'the problems the project faced for effective implementation of the activities and achievements of the intended goals are lack of capacity at lower government bodies and grass root level especially at school clusters' level to manage schools effectively; high turnover of Educational Personnel, School Principals and frequent change of authorities from Sub-city to Woreda level like Supervisors as a result of the restructuring process in the City that resulted in the losing trained school principals, staff development facilitators and core teachers who have participated in integrated trainings were resigned from their position after they have received the training in use of planning tools and irregularities in coordination effort of USAID/IQPEP activities in the City Administration, because no focal person is assigned to Addis Ababa City Education Bureau.'

Addis Ababa Education Bureau officials, Cluster Center Supervisors and Principals agreed on most of them and they stated that:

'Less attention and participation of education personnel to cluster activity and lack of continuity of cluster professional training programs, Inadequacy of the financial support provided for clusters by the project when compared to the problems of the current inflation condition in the country.'

Lesson learned

The support provided by USAID/IQPEP was promising to improve the quality of education in Addis Ababa City Administration Primary Schools using cluster system approach. Some of the lessons learned from the intervention of the project area. Addis Ababa City Education Bureau Teachers and Leaders Development Process owner, Sub-city education Bureau officials and Cluster Supervisor stated that:

'Providing teachers with professional trainings and introducing active learning teaching methodology and applying continuous assessment method, Sharing resources and exchanging experiences with other schools and clusters, Introduction of action research and using it to solve students' learning and family problems, girl student's problem and general schools teaching learning problems as appropriate, Strengthening school leadership and management and improving its participatory approach, and Promotion of the use of planning tools (PMIS, MIS and SRMIS) and enhancing strategic planning capacity of Education Officials at various levels.'

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study was to investigate the contributions made by USAID/IQPEP in improving quality primary education in Addis Ababa City Administration. In order to come up with certain understanding about the contributions made by USAID/IQPEP the following basic questions were used;

- 1 What kinds of contribution does USAID/IQPEP project provide for Primary schools of Addis Ababa?
- 2 To what extent are the contributions of USAID/IQPEP to improve quality of primary education in Addis Ababa city administration?
- 3 To what extent did USAID/IQPEP contributed to enhance the capacity of teachers and management and leadership in primary education in Addis Ababa to improve quality of primary education?
- 4 What are the constraints encountered during the implementation of the project that was intended to promote quality, teacher's capacity and leadership in primary education in Addis Ababa City Administration?

In order to come up with certain understanding about the contribution made by USAID/IQPEP, different approaches of data collection were used. Questionnaire, interview, focus group discussion and document review were the major ones.

For the study a descriptive approach was used. In order to make the study manageable carried out in 7 primary schools in four Sub-cities of the City Administration of Addis Ababa. Two sets of questionnaire containing closed-ended and open-ended questions were prepared and distributed to 80 Teachers, 13 Principals, 3 Supervisors, 2 Sub-city and 2 City Education Bureau Officials. To supplement the data collected using questionnaires, interview, focus group discussion and document review were conducted with selected Teachers, Principals, Supervisors, Education Bureau Officials and USAID/IQPEP coordinators and Officials.

Moreover the documents from the project Central Office and City Education Bureau were consulted.

Finally, following the analysis and interpretation of data, it was learnt that some of features of contributions made by USAID/IQPEP in improving quality in primary education did come to surface. Some of the major findings are summarized as follow

1. A wide variety of quality determinant inputs like, school infrastructure and resources, quality of school environment, provision of instructional materials and the classroom conditions were at a low status. Providing training to teachers, methods of instructions and the quality of school management also poor before the involvement of USAID/IQPEP.
2. The Status of the Project Supported Schools before the Intervention of the Project.

The finding of the study indicates that the status of teachers professional development support before the intervention of the project was low.

- a) Teachers were not provided with appropriated professional trainings and instructional materials to enhance their professional capacity.
 - b) Teachers did not have adequate knowledge in active learning methodology to apply student centered/active learning method and continuous assessment.
3. Major Contribution in terms of Improving Quality of Primary Education include:

A) Provision of Educational Materials

Educational materials provided in all schools were laboratory equipment training modules (subject matter hand books, Active learning methods, self instructional kits, and so on) computers for CRCs and the provision of supplementary books to strengthen the reading rooms were the major ones. However, much had not been done to reduce the shortage of materials for producing teaching aids to strengthen the school pedagogical center, classroom materials like desks, tables and chairs, duplicating machines and student textbooks.

Pedagogical support and supervision capacity has been strengthened. Teachers are trained to use locally available materials to produce instructional materials. However the capacity of supervision is not to the level expected. Many trained supervisors have evacuated their job. Introduction of producing teaching materials from locally available materials is sited as important contribution of USAID/IQPEP but teachers do not always make an optimum use of the materials persists.

B) Provision of Trainings

A total of 645 teachers were trained of which 218 were females primary school teachers, 86 (9 were females) principals, 6 of which 2 were female cluster supervisors, 27 of which 2 were female Education Officers from Woreda education office, Sub-city Education Bureau and City Education Bureau Officials have been trained on different topics that range from learner centered (active learning methods, continuous assessment, managing large class size, instructional leadership and the like. Although the training was promising there is no continuous reinforcement training and many of the newly appointed principals and supervisors are not trained, this has handicapped them to give professional support and conducted training at the needed level.

By organizing peer tutoring in the respective schools is initiated by establishing study groups at school level. Here there is problem on experienced teachers. The experienced teachers themselves are not well equipped with active learning methods and continuous assessment therefore the problem still persists.

C) Teachers Motivation

Different training given for the teachers and the attention given to develop the management of the school, contribution made to improve the use of different teaching methods and techniques had contributed to promote teachers motivation. Nevertheless, an effort made to organized teachers study group in each school and the project funded some amount of money for refreshment during the group study session and develops teacher's skill in using laboratory equipments. Moreover, the

training given was not on the bases of interest and priority of teachers. Even though, these are considered as constraints to the contribution made by the project, it had somewhat improved the motivation of teachers.

Teachers were encouraged to use teaching aids and improved the effective utilization of the school libraries, laboratory and its equipment's.

4. Outcomes of the contributions

The issue of process at classroom and school level has become increasingly the center of attention to achieve quality. Based on this the contribution made by the project to improve the teaching learning process through provision of educational inputs, providing trainings and active learning methods.

The project objectives with regard to the quality issues to the improvement of motivation of teachers', improvement of the education management information system, and enhancing the capacity of teachers and school management had also been achieved. Some schools had significant steps in playing a leading role in seeking support from USAID/IQPEP.

5. Major Problems Encountered during the Implementation of the Project

1. Weak involvement of government administrators in the project activity.
2. Lack of follow up of the project representatives.
3. Lack of teachers' readiness.
4. The training given by the project was not based on the interest and priority of teachers. This needs a mechanism to identify interest of the teachers and conducting the training per the interest of the majority.

5.2 CONCLUSIONS

Based on the findings of the study it is possible to draw the following conclusions:

One of the bases of the findings, the contribution made by the project to improve the quality of primary education results only limited quality improvements. It would, therefore, realized that the activities performed by the assistance of the project alone did not achieve the purpose designed for. Thus, further complementary actions should be taken to improve the inputs and process at school level.

With the assistance of the project additional supplementary materials to libraries, different laboratory equipments and manuals were provided. As a result significant changes were observed in the schools, and more children were attracted to read books at library and to conduct laboratory experiments. In addition teacher's knowledge also increased in the use of laboratory equipments and to conduct experiments. Furthermore, in lower grades student's proficiency increased in reading and writing after the intervention of USAID/IQPEP in sample primary schools.

A lot to activities were under taken through the assistance of the project. However, some crucial activities for improvement of quality of education were not given the appropriate emphasis; lack of regular supervision, lack of focal person at Sub-city level, lack of weekly or monthly follow and so on. Therefore, it would safe to conclude that these can be the causes for the low achievements of the project objectives.

In service teacher development program and cluster system approach were generally well designed and appreciated by teachers and have led to some positive changes, but their mastery and use of proposed methods in the classroom was not apparent in many cases.

Pre-service teacher development program were well designed in terms of linking primary schools with College of Teacher Education but still the efforts are less to improve the capacity and academic achievement of candidate teachers.

Teaching materials were stated as one of the USAID/IQPEP contributions and further planning capacity at various levels of the City education is enhanced

Training in management information system (MIS) has enhanced the strategic planning and decision making capacity.

5.3 RECOMMENDATIONS

1. Efforts have been made to improve the quality of primary education through provision of inputs and providing trainings. However, effort should also be made to develop the content and relevance of the education materials provided through continuous assessment and evaluation to meet the appropriate standards.
2. The training for teachers should be planned at least based on the interest of majority of the teachers. Involving teachers in selecting their training needs and priorities may take place in different ways before conducting the training one way of doing the job is to give the responsibilities to teachers or schools to develop and propose the training time. This can be obtained simply by dispatching format to each school to identify their training time they can be present.
3. USAID/IQPEP has brought some improvements in improving the quality of education in sample primary schools of Addis Ababa City Administration. And the contribution made to link Colleges of Teacher Education and primary schools was very good but the project has not brought change on candidate teachers. However, the assistance of the project is only in two Sub-cities and 32 primary schools directly and in two Sub-cities, 13 linkage primary schools with the collaboration of Kotebe College of Teacher Education. It would be worthwhile if the remaining sub-cities and primary schools in the City Administration of Addis Ababa will be included in this project intervention so that, some quality improvement might be observed.
4. USAID/IQPEP has conducted various trainings that intended to promote teachers profession competency, enhance the support provided by supervisors school principal plays critical role in improving education quality principals must lead the whole school community to common vision and goal i.e. education quality.

However, most of the recently appointed school principals are not trained. Therefore, there should be arrangements to train the new appointee and also there should be reinforcement training for all school principals and supervisors.

5. The success of improvement depends not only on the support provided by supervisors but also on hierarchy authorities at City, Sub-city and Kebele levels who have the power to distribute rewards or endorsements to the teachers. As long as neither training nor performance has an impact on career advancement ladder, teacher motivation will remain constraint to the improvement of education quality.
6. Planning tools MMIS, PMIS and SRIMS software's developed by USAID/IQPEP are now being used to strengthen the planning and management capacity of the education system at various levels. WCB, KETB and planning and management training programs conducted have strengthen knowledge and skills of the planners and managers. However there is high turnover of trained personnel due to resignation, reshuffling and promotion. Therefore, there should be trainings for the newly assigned personnel for the continuation of the implementation of the planning and management tools.
7. A City Education Bureau should assign capable and responsible personnel for organizing and managing pre-service Teacher Education development program.

Finally, the researcher recommends a more detailed and comprehensive investigation in the same area and the other similar activities so as to further strengthen the findings of this study.

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APPENDEX A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL RESEARCH AND
DEVELOPMENT

A questionnaire to be filled by Addis Ababa City Administration Education Bureau Officials, Sub-city Education Bureau Officials, School principals, Cluster supervisors and Teachers.

Dear Sir/Madam

The purpose of this questionnaire is to collect data on the contribution made by USAID/IQPEP to improve quality primary education in Addis Ababa City Administration. It is so as to forward some suggestions about the observed changes on primary education because of USAID/IQPE project intervention. Your experience and suggestions are worthwhile for the study and I am confident that I appreciate your cooperation to offer honest and frank information.

1. You don't have to write your name on the questionnaire.
2. The information you give will be kept strictly confidential.

Thank you in advance for your cooperation!

Direction: put a "✓" mark in the box (□) of your choice or write your answer on the space provided.

PART I. PERSONAL INFORMATION

1. Name of your organization _____
2. Place of work
 - a) City Administration Education Bureau
 - b) Sub-city Education Bureau
 - c) Woreda/Kebele Education Office
 - d) School Cluster

10. If your answer for question number 9 is "low" or "very low" please write down the reasons in brief.

- a) _____
- b) _____
- c) _____

11. Which of the following materials were supplied by the assistance of USAID/IQPE project to improve the instructional process or teaching learning process? (You can give more than one response)

- a) Classroom materials like desks, tables and chairs
- b) Student text books
- c) Teachers guide
- d) Supplementary books to strengthen the library
- e) Materials for producing teaching aids to strengthened the school pedagogical center
- f) Laboratory equipments or chemicals for conducting experiment
- g) Computers
- h) Duplicating machines or photo copy machines
- i) Materials for mini educational media
- j) Serving machines to strengthen co-curricular activities

12. What was the level of adequacy of materials you indicated under question number 11 to alleviate the instructional problem?

- a) Very adequate b) Adequate c) Inadequate d) Very in adequate

13. To what extent the provision of educational materials in question number 11 has contributed to the improvement of the quality of education in your school?

- a) Very much b) Much c) little d) Very little

14. If your answer is "little" or "very little" for question number 13 please write your reasons in brief.

- a) _____
- b) _____
- c) _____

15. Which of the following activities were done with the assistance of USAID /IQPE project to improve the quality of education in your school? (You can give more than one response)

- a) Built additional classrooms to decrease the class size (to avoid over crowdedness)
- b) Built additional toilets in the schools.
- c) Improved the quality of school environment by promoting the school facilities
- d) Decreased the dropout rate of children by helping to improve the material conditions of instruction
- e) Reduced the number of repeaters by arranging tutorial programs to help the academically weak students
- f) Supplementary reading materials were bought or prepared to enrich the reading room
- g) Adequate instructional aids were prepared or bought by grant of the project
- h) Other (if any)_____

16. What was the level of motivation of teachers to teach in your school before the intervention of USAID / IQPEP?

- a) Very high b) High c) Low d) Very Low

17. What efforts were made by USAID/IQPE project to motivate teachers? (You can give more than one response)

- a) Trainings on continuous assessment were provided
- b) Provided training in managing large class size
- c) Provided training in active learning method
- d) Provided training on educational leadership
- e) Awarded teachers for their good performance
- f) Other (if any)_____

**PART III. ISSUES RELATED TO PROBLEMS ENCOUNTERED
AND SUGGESTED SOLUTIONS**

18. What major problems were encountered during the USAID/IQPEP intervention?

- a) _____
- b) _____
- c) _____
- d) _____

19. What do you suggest to resolve or minimize the problems?

- a) _____
- b) _____
- c) _____
- d) _____

☞ THE END ☞

Thank you again for completing this questionnaire!

APPENDEX B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT
Interview Guide Questions

This interview guide is prepared for:

- 1. Education Bureau Heads**
- 2. School Principals**
- 3. Cluster Supervisors and**
- 4. USAID/IQPEP Program Coordinators**

1. What are the contributions of USAID/IQPE project?
2. Do you think USAID/IQPE program have addressed teacher's professional problems? To what extent.
3. What were the major contributions of the project with regard to the improvement of quality of primary education (in improving school leadership, motivation of teachers and classroom conditions)
4. What were made with the assistance to improve quality of school management and leadership?
5. In your opinion would say USAID/IQPEP intervention has brought changes in teaching quality.

For Program Coordinators (USAID/IQPEP employee)

I. General Information

- Sex Male Female
- Education status _____
- Work experience _____
- Position _____

II. About USAID/IQPE Program

- Year of the project commencement _____
- Year of the project termination _____

III. General Information about the program

- When did established?
- Which types of schools are participant in the intervention?
- What are the selection criteria of schools in Addis Ababa city administration?
- How many schools were benefited? Private, government and public schools

IV. General Information about the Intervention

1. What are the objectives of the USAID/IQPE project?
2. What are the contributions of USAID/IQPE project?
3. In what way your (USAID/IQPEP) target was achieved until now?
4. What changes have been observed in the quality of education on those schools?
5. What major additional activities were planned and executed in the school by the assistance of the project to improve the learning outcomes or environment?
6. What were the major strengthen and weaknesses of the project?
7. What are the major challenges faced the USAID/IQPE Program during the intervention or implementation?
8. What is/ are your opinion about the program?

Thank you!