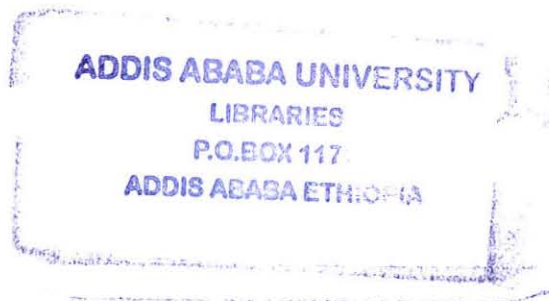


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF USAID/AED CONTRIBUTIONS TO
PROMOTE QUALITY OF PRIMARY EDUCATION IN
ADDIS ABABA CITY ADMINISTRATION**

BY

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JUNE 2010

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**A THESIS SUMMITTED TO ADDIS ABABA UNIVERSITY SCHOOL
OF GRADUATE STUDIES IN PARTIAL FULFILMENT FOR THE
DEGREE OF MASTER IN EDUCATIONAL PLANNING AND
POLICY**

JUNE 2010

Abstract

The purpose of this study was to assess the contributions made by USAID/AED to promote quality of primary education in Addis Ababa City Administration. To conduct the study, descriptive survey method was employed assuming that it helps to gather a large variety of data related to the problem under consideration. The samples covered two woreda cluster resource centers and 11 schools clusters, principals of cluster schools, supervisors, teachers, KETB members, City Administration and sub-City education officials and USAID/EQUIP II staff members. The samples were selected using purposive sampling methods. The instrument used to collect data from education officials, cluster school principals, supervisors and teachers was questionnaire. Interview was used to collect information to supplement the questionnaire from City Administration Education Bureau and sub-City education officials, and project coordinators at National and City levels. Semi structured focus group discussion was also held with purposefully selected supervisors, teachers and PTAs. Moreover, a field observation using checklist was carried in the sample schools and document analysis was also done. The primary data analysis was carried employing percentile statistical techniques. The study revealed that USAID/AED contribution to enhance quality of primary education using Cluster System approach was significant. To realize its objective USAID/AED has conducted various trainings that focus in developing teachers' professional competency. The in-service teacher development program has introduced Active learning/student centered teaching method and continuous assessment methodology in the schools. Pedagogical support and supervision capacity has been strengthened at Woreda Cluster and School Cluster level. USAID/AED has also contributed in enhancing the capacity of leadership and management of education to significant level. The trainings conducted in use of various planning tools (PMIS, MIS and Projection Model) for strategic planning have enhanced the capacity of education personnel to plan for quality education. The study also found that the implementation of the project has limitations. The trainings provided were single shot trainings and there was no follow-up support to principals, supervisors, teachers or education personnel who were trained by the project. There was also high turnover of educational personnel which became obstacle to implement properly the skill and knowledge of training. The financial support provided by the project to cluster schools to run trainings was insignificant in relation to the duties and responsibilities given to cluster schools. The study recommended that USAID/AED and City Administration Education Bureau must take remedial measures to fill the gap and sustain the programs implemented by the project. The good practices of strengthening the capacity of teaching force should be scaled up and included in City Administration Teacher Development and School Improvement Programs of GEQIP.

ACKNOWLEDGEMENTS

At the outset, I would like to express my heartfelt thanks to Ato Ayalew Shibeshi (Associate Professor), my thesis advisor, for his unfailing guidance, constructive comments and useful suggestions. For sure the study would have not been a reality in such form had it not been for his valuable and critical comments. It has been a privilege for me to work under his guidance.

I would like to express my sincere appreciation to my wife, Beliye, whose patience and support made my journey worthwhile. Many thanks to my children, Yabets and Nathnael for being my inspiration.

I am indebted to my family for all their support that has led me up to this point in life. I would like to thank my dearest father Ato Samuel Abiy and mother W/ro Sara Hisabu for their blessings.

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List of Acronyms

ACEB	Addis Ababa City Administration Education Bureau
ADEA	Association for the Development of Education in Africa
AED	Academy for Educational Development
AEI	Africa Education Initiative
ANCEFA	Africa Network Campaign on Education For All
AU	African Union
BES	Basic Education Service
BESO I	Basic Education System Overhaul
BESO II	Basic Education Strategic Objective
BPR	Business Process Reengineering
CGGP	Community Government Partnership Program
CERTWID	Center for Research, Training and Information on Women in Development
EBNLA	Ethiopia Baseline National Learning Assessment
ECA	Economic Commission for Africa
EFA	Education for All
ERNESA	Educational Research Network for East and Central Africa
ESNLA	Ethiopian Survey of National Learning Assessment
EQUIP	Education Quality Improvement Program
FDRE	The Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Package
IER	Institute of Educational Research
IIEP	International Institute for Educational Planning
IFESH	International Foundation for Education and Self Help
IR	Intermediate Result
KEB	Kebele Education Office
KETB	Kebele Education and Training Board
MDG	Millennium Development Goal
MIS	Management Information Systems
MMIS	Material Management Information Systems
MOE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NGO	Non-Government Organization
NOE	National Organization for Examinations
NLA	National Learning Assessment
PCC	Population and Housing Census Commission
PMIS	Personnel Management Information Systems
PTA	Parents -Teachers Association
SDA	School Development Agent
SSA	Sub Sahara African
UN	United Nation
UNESCO	United National Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UPE	Universal Primary Education
WETB	Woreda Education and Training Board
WL	World Learning

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

The purpose of this study was to assess the contributions made by USAID/AED to promote quality of primary education in Addis Ababa City Administration. In this chapter of the study The Problem of the study and its approach is presented. The first section of the study deals with the background of the study followed by the statement of the problem. The fourth section presents objectives of the study and then significance of the study; delimitation and limitation of the study are presented. The last part of the chapter deals with definition of key terms then organization of the study.

1.1 BACKGROUND OF THE STUDY

Education is one of the basic services offered by governments and other stakeholders to society. Authors like Bray (1986:40) and Miller (2001:30) posit that education is a tool for socio-economic development. Education is universally recognized as a form of investment in human beings, which yields economic, social, political and cultural benefits (Woodhall, 1992: 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 the capacity 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). That is why almost all countries invest huge amounts of money in education to meet their human capital demand (Ashton, 1999: 8).

The students of today and tomorrow are stepping into an unbelievably exciting and new kind of world. Their world will demand a new kind of person; a person with genuine flexibility and freedom, a person who thrives on sensing and solving different and complex problems (Morphet, Jesser and Ludka, 1972: 18). If education is to produce such a citizen it must be of high quality. Thus, to prepare students adequately for todays and future competent and complex world providing a good quality of education from primary to the tertiary level is unquestionable. 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, 2004:5). Educational quality in the Sub

Saharan 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: xviii). The concept of quality of education is multi faceted, and is articulated differently by different scholars. It is also difficult to define and even more difficult to measure it (Leu, 2005: 9). There are perhaps as many definitions of quality of education as there are people who care to define it. Goddard and Leask (1992) also state that quality in education is some what problematic like beauty; it lies in the eye-or-rather the mind of the 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. Others look at inputs of education to estimate quality (Ross 1992: 6).

The inputs include adequacy and competence of teachers; availability of textbooks and other teaching materials; schools and classroom provisions; characteristics of students; language of instruction; management of education system and magnitude of the education wastage (Ross 1992: 6- 7). Similarly, UNESCO (2003: 96-67) states 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.

Adams states that educational quality was once defined almost exclusively in terms of student achievement and the manipulable school inputs that can influence student output or achievement. An increasing emphasis on in-school factors, he says, 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 (Adams et al. 1995).

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 policymakers that it deserves until recently (ADEA 2004; Anderson 2002).

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. The challenge has been to create sufficiently and quickly the increases in human resources, management practices and attitude that can reinforce, complement and build on the increased physical resources that have been provided. ANCEFA (2008: 17). In many cases this will require joint efforts of National Governments, International Donors, Non Governmental Organizations and Parents.

The situation in Ethiopia is not an exception to the problem of low quality primary education. In Ethiopia, according to the Educational Statistics Annual Abstract for the year 2008/09, the increasing primary gross enrolment ratio (94.2%) an impressive 29 percentage points above the value for 2003/04 is highly encouraging (MOE, 2010: 4). The government of Ethiopia has done much effort to the level of its best making education accessible. 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 multi lateral 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 donor agents that are working in the country on education. Among these donors and partners the United States Agency for International Development (USAID) 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 twelve years, USAID has invested about 160 million USD in financial, technical and managerial resources to support the Basic Education Program (USAID, BES 2008:1). Some of the major interventions are

1. Strengthening parents and community involvement in school management
2. Improving quality of primary education
3. Improving educational planning and management
4. Providing education for disadvantaged children and adults
5. Demonstrating the value of schools as points of entry to improve health and nutrition
6. Narrowing gender and regional gaps
7. The International Foundation for Education and Self-Help (IFESH),

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

Addis Ababa City Administration was established in 1994 on the basis of proclamation No 7/1992. It is the capital city of The Federal Democratic Republic of Ethiopia (FDRE), the seat of AU, ECA and others International Organizations. The city is divided into Ten Sub-city Administrations. As per the report of Population and Housing Census, in the year 2007 the population of the region was about 2,738,248 (PCC 2008:15). Participation of boys and girls in the educational system is high relatively to other regions of the country. According to Annual Statistical Abstract 2008/09 the gross enrollment ratio was 114.3% (boys 114.4 girls 114.1) (MOE 2010:24). However the net enrollment ratio NER is 77.5% (boys 80.0% girls 75.6%) (MOE 2010:25).

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 easily 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 matched 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.

The sustenance of the gains achieved over the period will largely depend on the quality and wisdom of those who administer, manage and guide the system at all levels. Virtually most shortfalls in education systems are attributed to, to a large extent on weak management capacity (ANCEFA 2008: 18).

Based on this, the focus of this study will be on assessing the contributions made by USAID/AED to promote the quality of education and enhancing the capacity of educational leadership and management in primary education in Addis Ababa City Administration.

1.2 STATEMENT OF THE PROBLEM

Investment in human skills and capabilities is a key element in all sectors of development. According to Coclough and Lewin 1994 in Wanjama, (1998: 124) the social returns of primary schooling are considerably greater than those at higher educational level. However, in the Third World countries and particularly of Sub Saharan African countries low quality of education face the most serious problems (Wanjama, 1998: 123).

According to the Annual Statistical Abstract of MOE for the year 2008/9, enrollment rates for Addis Ababa City Administration are high almost everywhere in the city for boys and girls, i.e., total gross enrolment rate reached 114.3%. Of which 114.4 % for boys and 114.1% for girls (MOE 2010); but learning achievement is often unacceptably low.

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 National composite mean score (the average of what students scored in five subjects) for grade 8 was 35.6 % (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, 24.0% 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 eight achievements also declined by 4.1% and 6.8% respectively (NOE 2008).

When we come to Addis Ababa students the status of achievement is almost the same. More than half of the students' achievement level is far below 50% achievement in both grade eight and four. The overall achievement of grade 8 students is 34.0%, which is below the national average. Achievement of grade 4 students is 44.0% (greater than national average score 40.9%). The third NLA 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 a General Education Quality Improvement Package that has six components. The Package and the specific program elements of GEQIP are ongoing priorities and mainstream activities of the education sector.

As clearly indicated in GEQIP document (MOE 2007), 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 bulk of 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.

There is thus a need for leadership to train people at all levels of schools to enable them to participate actively and meaningfully in management.

Based on this Africa Education Initiative assistance and other USAID supports are aimed to improve the quality and equity of primary education through training teachers and administrators, strengthening planning, management, and monitoring and evaluation systems, and fostering community partnerships and school governance through capacity-building of WETBs and KETBs.

Therefore, this study attempted to assess the actual practice of USAID/AED on the basis of the following basic research questions.

1. To what extent are the contributions of USAID/AED to promote quality of primary education in Addis Ababa City Administration?
2. To what extent did USAID/AED contributed to enhance the capacity of management and leadership in primary education in Addis Ababa to promote quality of education?
3. What are the constraints encountered during the implementation of the project that was intended to promote quality and leadership in primary education in Addis Ababa City Administration?

1.3 OBJECTIVES OF THE STUDY

1.3.1 General Objective

The general objective of this study was to asses the contributions made by USAID/AED in the promotion of quality and enhancing the capacity of educational management and leadership in primary education in Addis Ababa.

1.3.2 Specific Objectives

The specific objectives of the study are:

- 1 To assess the extent of the activities of USAID/AED to promote quality and enhance efficiency in primary education
- 2 To examine the extent of USAID contribution to enhance the capacity of educational leadership and management.
- 3 To Examine the effectiveness of USAID/AED funded projects
- 4 To forward recommendations on how to make the contribution of USAID/AED more effective in the future.
- 5 To find out best practices of USAID/AED and draw lessons learnt

1.4 SIGNIFICANCE OF THE STUDY

Lack of capacity is recognized by the Government of Ethiopia in terms of not having the required number and quality of institutions, working systems and human resources as the chief impediment that stand in the way of realizing its development objectives and attainment of the MDGs (MoFED 2006: 45). The Government launched the Education Sector Development Programme (ESDP) since 1997/98, which is now in its third phase spanning the years between 2004/05 to 2009/10. The policy pursued under this programme focuses on improving quality of education, increasing access to educational opportunities with enhanced equity and relevance. In line with ESDP III GEQIP is formulated to ensure educational quality and is now under implementation.

As one could expect a city with limited financial and human resource is unlikely to promote quality and efficiency in primary education. As stated in the introduction of this study, quality and efficiency in primary education is hardly to be achieved with government effort alone. In other words, the problem demands the intervention of bilateral and multi lateral aid, support of NGOs and other external and internal agencies.

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/AED in promoting quality and enhancing the capacity of leadership in primary education in the city.

2. From the major problems faced by the USAID/AED the 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. This study might help USAID /AED 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 and enhancing the capacity of leadership in primary education in the city.
4. The Study might help to assess the extent to which the objectives of USAID/AED in promoting quality and enhancing leadership in primary education are achieved.
5. It is also believed to help examine the extent to which capacity of educational management and planning is enhanced.
6. It may add to the review of the literature so as to contribute to further investigation regarding the role of donors and other partners in promoting quality and efficiency in primary education.

1.5 DELIMITATION OF THE STUDY

The study is not to be generalized to all USAID/AED supported projects in primary schools in Ethiopia. Out of the USAID/AED projects implementation regions, Tigray, Afar, Oromia, SNNPR, Amhara, Benishangul- Gumuz, Gambella, Diredawa, Somale and Addis Ababa, however, the study was delimited to Addis Ababa City only and to only those projects implemented by AED on primary education quality enhancement project of USAID. The major reason to delimit the study to this area was that Addis Ababa is predominantly inhabited by different population groups who have been more privileged of different basic social services including education.

Eventhough the GER for the city 114.3% (MOE 2010) is above the national level and since quantity seems within easy reach, quality becomes a critical issue in the City Administration. Unacceptable education quality is real and is a serious threat facing young generations and nations alike. Therefore it is important to see the interventions made by

donors and see the difference they are making in provision of quality basic education and also the problem of education quality needs timely treatment.

1.6 LIMITATION OF THE STUDY

The most serious limitation of the study was the new structural change of the city administration, the high turnover of personnel who have rich information on USAID/AED interventions, the absence of full statistical data on teachers profile in some primary schools and Kebele education offices and secrecy of some project finance documents of USAID /AED. Lack of time and financial constraints were also another limitation.

1.7 OPERATIONAL DEFINITION OF TERMS

The following are key terms with their respective meanings as used in the study:

Assessment – the process of quantifying or qualifying the performance of an individual, group, device or material

Bilateral assistance - assistance, which is based on direct arrangement between two countries

Cluster:- A resource center established to foster co-operation between schools to share resources and make them available to a wider number of teachers pupils to improve access of pedagogical materials.

Cluster Center Principal:- a principal of cluster school who is given the responsibility to support, guide and supervise the satellite school principal and the cluster activities

Cluster subject facilitator:- A teacher in a particular cluster who is given the responsibility to support and guide teachers in the cluster

Efficiency: An indicator of the school systems capacity to retain enrolled students to course completion level with minimum wastage of resource such as time, finance and labor

Equity: refers to the fairness of uniformity in the educational system in terms of curricula, teaching, equipment and other facilities

Indicator: is something which points out something of interest f an area with more or less exactness

Foreign assistance - that part of development aid that needs no interest and no repayment

Gross enrolment ratio (GER)-the total enrolment in a level or cycle of education, regardless of age, expressed as percentage (sometimes exceeding 100 percent) of the population in the official defined school-age group for the level or cycle concerned

Multilateral assistance- assistance in money or in kind given by one group of countries collectively or through an international agency to another group of countries

Net enrolment ratio (NER) :- the number of pupils in the official school-age group expressed as a percentage of the total population in that age-group

Project - a set of investments and of other planned activities aimed at achieving specific objectives within a predetermined time frame and budget

Repetition rate- percentage of pupils who are enrolled in the same grade in the following school year as in the current school year

Universal primary education (UPE):- full enrolment of all children in the primary following grade year as in the current school age-group, i.e. 100 percent net enrolment ratio

Woreda Cluster Resource Center: - Educational resource center established to provide pedagogical services to school clusters (in the case of Addis Ababa a pedagogical resource center that support, guide and supervise school clusters and cluster principals for example Addis Ababa City has Two Woreda cluster resource centers)

1.8 ORGANISATION OF THE STUDY

The research paper contains five chapters. The first chapter deals with the problem and its approach. Then second consists of the review of related literature, the third presents the research methodology and design, the fourth chapter presents the analysis and interpretation of the collected data. Finally, the fifth chapter gives summary of the study and draws conclusion to answer the research questions from the analysis of the data collected. It also makes recommendations on the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews available and relevant books, journals, and other publications related to the study. The chapter focuses on the importance of education for poverty alleviation and economic growth, education quality and quality related issues especially the significant role teachers professional development and enhancing the capacity of leadership and management plays in promoting quality of education and the contributions of USAID / AED to quality education.

2.1 Education to alleviate poverty

Education enriches people's understanding of themselves and world. Education is central to development; it empowers people and strengthens nations. No country can achieve sustainable economic development without substantial investment in human capital. Education is a powerful equalizer, opening doors to all to lift themselves out of poverty. It is critical to the world's attainment of the Millennium Development Goals (MDGs). Education is recognised as a basic human right and it is closely linked to virtually all dimensions of development - economic, social, and human. It is also a key factor in improving the quality of governance that has a significant impact on national income. Since women and children are more likely to be poor and malnourished and less likely to receive medical services, clean water, sanitation, and other benefits, education for women has been particularly emphasised for reducing overall poverty.

It is common to consider education as a powerful determinant of economic, social and political modernisation. It is assumed that: a) within societies, the expansion of educational opportunities enables individuals to improve their economic circumstances; b) the number of persons educated is central to national economic development, as better-educated citizens are more productive; c) educational expansion narrows social inequalities within nations by promoting a meritocratic basis for status attainment; d) countries with better-educated citizens have healthier populations, as educated individuals make more informed health choices, live longer, and have healthier children; e) the populations of countries with better educated people grow slower, as educated citizens are able to implement a virtuous

cycle of having fewer children; f) countries with better educated populations are more democratic, as their citizens are able to make informed political decisions (Hannum and Buchmann 2003).

The importance of education and training as factors in promoting economic growth was ignored in the writings on economic development in the 1950s and 1960s. It was believed that physical capital and protected domestic market were the keys to growth. International assistance was mainly directed to investments in machinery, plants and other physical capital, but human capital was neglected including in research and country studies. The human capital theory, which was developed since the beginning of 1960s and the endogenous growth theories which were developed since 1980s, consider that education and other human capital aspects – on-the-job training and health – have substantial economic effects at micro and macro levels (Demison 1985).

The World Bank reports that of the world's six billion people, 2.8 billion (or nearly half of world population) live on less than US\$2 a day, and 1.2 billion (or a fifth of world population) live on US\$1 a day. The figure of US\$1 per day is considered a poverty line for defining absolute poverty. Although this is purely an income-based poverty concept, it provides an easy way of estimating the extent of poverty in a country; it is - on occasion - considered a too narrow and unsatisfactory definition from a policy perspective. The World Bank, for example, suggests that poverty includes powerlessness, voicelessness, vulnerability, and fear (World Bank, 2001), factors for which there are no readily available metrics. The Nobel Laureate, Amartya Sen, meanwhile, describes poverty using what he refers to as the "capability" approach which implies an absence of freedom to participate in economic life leading to a deprivation in the range of things people can do, and the knowledge and skills needed to act independently for productivity or personal welfare consumption (Sen, 1999). Other broad definitions of poverty include deprivations from political participation, education, and information needed to participate in the wider society at the local, national or global level.

Economists have stressed that education has a significant role to play in poverty reduction in various ways. A positive link between an income based poverty concept and education can be found in the process of economic growth. Education can directly reduce poverty through the contribution that productivity enhancement makes to economic growth, and indirectly in the way it helps to alleviate poverty through its positive spill-over effects (externalities) on society more broadly (Martin 1997). Economists have attempted to explicitly demonstrate how education and human capital can expedite the process of growth in their 'growth models'. Robert Lucas, for example, in his growth model used education as the critical variable that generates technical progress in an economy (Lucas, 1988). He shows that education and the creation of human capital are responsible for both the differences in labour productivity and the differences in overall levels of technology that can be observed from the real world data.

The relationship between education and growth (and thereby poverty reduction) was given a boost in the publication of the World Bank's *East Asian Miracle* report (World Bank, 1993). In this report, the spectacular economic success of East Asia during the 1970s and 1980s was attributed, in large part, to investment in education and human capital. This was most notable in the economies of Singapore, Hong Kong, the Republic of Korea, and Taiwan. The study found that improvement in primary education was a very powerful explanatory variable for East Asian economic growth, but the report also noted that:

In nearly all the rapidly growing East Asian economies, the growth and transformation of systems of education and training during the past three decades has been dramatic. The quantity of education children received increased at the same time that the quality of schooling, and of training in the home, markedly improved. Today, the cognitive skill levels of secondary school graduates in some East Asian economies are comparable to, or higher than, those of graduates in high-income economies." (World Bank, 1993, p. 43).

Despite the inherent difficulties in quantifying the real contribution of education to Gross Domestic Product (GDP) or other national income aggregates, it has always been considered a powerful instrument for reducing poverty and inequality through productivity enhancement which is, of course, a key ingredient for the maintenance of economic growth (World Bank IEG 2004).

The relationship between education and poverty is quite clear; educated people have higher earning potential and are better able to improve the quality of their lives, which means they are less likely to be marginalised within society at large. Education empowers a person and it helps them to become more proactive, gain control over their lives, and to broaden the range of available options (UNESCO 1997).

2.2 Benefits of Primary Education

Investment in education benefits the individual, society, and the world as a whole. Broad-based education of good quality is among the most powerful instruments known to reduce poverty and inequality. Primary education is recognized worldwide as a powerful lever for poverty alleviation and social and economic growth (World Bank, 2002). Its result can be empowering, enabling graduates to take charge of their lives and make more informed choices, contribute to the building of a democratic polity, increase earning potential and social mobility, and improve personal and family health and nutrition, particularly when participants are females (Lockheed and Verspoor 1991, Woodhall 1985). With proven benefits for personal health, it also strengthens nations' economic health by laying the foundation for sustained economic growth. For individuals and nations, it is key to creating, applying, and spreading knowledge-and thus to the development of dynamic, globally competitive economies. And it is fundamental for the construction of democratic societies (Sana 2008).

According to L. Smith and L. Haddad (2007) Education especially Primary education;

- 1 Improves health and reduces HIV/AIDS; Educated mothers are 50% more likely to immunize their children than mothers with no schooling. It is well known that the acquisition of literacy and numeracy, especially by women, has an impact upon fertility. More recently, it has become clear that the cognitive skills required to make informed choices about HIV/AIDS risk and behavior are strongly related to levels of education and literacy.
- 2 Increases agricultural productivity & reduces malnutrition ; More productive farming due to increased female education accounts for 43% of the decline in

malnutrition achieved between 1970 and 2005. Failure to educate girls and women perpetuates needless hunger. Gains in women's education contributed most to reducing malnutrition playing a more important role than increased food availability.

- 3 Raises productivity and income ;There is good evidence to suggest that the quality of education – as measured by test scores – has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own productivity and incomes. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Research shows high private returns to primary education, as long as it is measured in terms of attainment of basic skills and not years spent in school.
- 4 Promotes economic growth; Thus, the quality of the labor force, as measured by mathematics and science scores, appears to be an important determinant of growth, and thus of the potential to alleviate poverty. No country has ever achieved continuous and rapid growth without reaching an adult literacy rate of at least 40%. There is strong evidence in favor of a contribution of education to economic growth if educational outcomes are taken into account; a study using International Adult Literacy Survey data shows a strong relationship between measures of literacy in the labor force and economic growth. (L. Smith and L. Haddad (2007).

Expanding girls' education, for example, has a positive effect on fertility, infant mortality, nutrition, and enrolment rates of the next generation. Educating this section of the populace means they have easier access to important information about disease (for example, HIV/AIDS) prevention and other public health issues. An educated woman is capable of taking better care of the children and has easier access to formal sector employment, social security and other benefits. It is no surprise; therefore that empowerment of women through the promotion of gender equality and eliminating gender disparities in primary and secondary education is a key to poverty reduction (World Bank, 2001).

If education is to bring about socio-economic development and ensure democracy, good governance and justice it must be of good quality.

2.3 Quality of Primary Education

A vast literature has appeared on educational quality in recent years, examining factors that help 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 promote 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 (UNESCO 2004). 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 (EFA) initiative and the goals established at the EFA 1990 and 2000 conferences. Although the Jomtien Declaration did not ignore quality, increasing the quantity 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 enrollment took place, although all countries had fallen short of the 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 enrollments grow well beyond the capacity and resources of national systems (ADEA 2004, World Bank 1995b).

Outlining elements of the quality agenda to be adopted by many countries, the Dakar Framework for Action states: evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes (UNESCO 2004). Assessments of learning achievement in some countries have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly

defined, well-taught or accurately assessed (Objective number 6, Dakar Framework for Action, quoted in ADEA 2004).

The growing emphasis on the need for quality to accompany the expansion of education, however, remains 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 UPE in all countries by 2015, with no mention of quality concerns (UNESCO 2004).

More 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 education in most developing countries over the last two decades, although the quality issue is now becoming so severe that it is described not as 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 communities to take increased responsibility for schools and 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 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 policymakers that it deserves until recently (ADEA 2004; Anderson 2002).

The 2004 UNESCO report repeatedly emphasizes that teachers have the strongest influence on learning and on a wide variety of other quality factors within schools (UNESCO 2004), however, the tension between quantity and quality returns when policies to improve teacher quality are considered. The critical issue is how to ensure that the supply is of the quality desired. This, in turn, raises important issues of professional preparation of teachers. Furthermore, given calls for pedagogical renewal, the practicing teachers will need to be provided with professional opportunities (Dembele 2004).

2.4 Perspectives on Quality

Harvey (1995) describes five alternative conceptions of education quality. His alternative conceptions are:

1. Education quality as *exceptionality*: excellence is the vision that drives education, quality is education that is exemplary; schools should maximize the pursuit of the highest potential in individual students.
2. Education quality as *consistency*: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide students with consistent experiences across the system.
3. Education quality as *fitness-for purpose*: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.
4. Education quality as *value for money*: education reflects reasonable correspondence to the individual and societal investments it entails; quality is interpreted as the extent to which the system delivers value for money.
5. Education quality as *transformative potential*: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change

Each of these conceptions of education quality has a distinct rationale and represents a plausible justification for educational change. They are not mutually exclusive; an education system can encompass several or all of these visions of quality, although they implicitly compete with each other for prominence. Although rarely the topic of public

policy debate, the five perspectives compete for emphasis and budget within education ministries. (Leu 2006).

Donor support for education is often tied to the implementation of programs allied with one vision or another. Widespread support for educational improvement, therefore, does not ensure agreement about the desirability of various structures and practices or about the focus and direction that educational change should take. (Kubow and Fossum 2003).

Whatever the broader vision of quality, most countries' policies define two key elements as the basis of quality: students' cognitive development and social/creative/ emotional development. Cognitive development is a major explicit objective of virtually all education systems. The degree to which systems achieve this is used as the major indicator of their quality, although there is wide disagreement on what to measure as cognitive achievement and how to measure it. The second key policy element, learners' social, creative, and emotional development, is almost never evaluated or measured in a significant way (UNESCO 2004). Although the statement that schools are at the center of educational quality seems obvious, it is only recently that policy makers and program implementers have started seriously looking beyond input and output models of what constitutes quality, now focusing more seriously on process at the local level and "daily school experience" as the engines of quality (USAID/EQUIP2, 2006; Verspoor 2006).

Recent trends have brought the discussion of educational quality closer to the local level, emphasizing the role of schools, teachers, school leadership, community members, and students in defining and creating quality. The existing literature suggests that schools and teachers, in the context of a strong and comprehensive system of support and supervision; flexible policies; efficient administration; and community involvement; should be emphasized in policies and programs intended to help improve educational quality (Adams et al. 1993).

In 1995, Adams described an increasing interest in quality at the school and community level, tracing shifting points of focus over the years (Adams et al. 1995). Adams states that

educational quality was once defined almost exclusively in terms of student achievement and the manipulable school inputs that can influence student output or achievement. An increasing emphasis on in-school factors, he says, 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.

A 2000 study of the USAID-funded BESO Community Schools Activities Program (CSAP), in Ethiopia, offers an example of changing community attitudes toward and involvement in creating quality. Evidence indicates that CSAP schools have made a conceptual leap in their understanding of what contributes to improved quality. Although CSAP parents still maintained the common perception that a better performing school is determined by improvements in the physical plant or increased enrollments, school committee members' thinking was evolving to include changes like improved teacher skills, improved relationships and emotional climate between teachers and students and students with students, and increases in study time for students through decreased workload and formation of student study groups (Prouty and Tegegn 2000).

The emerging importance of the local level as the focus for education quality is closely related to simultaneous trends toward decentralization of decision making in education to the local level, including increased community involvement in school financial, curriculum, and personnel decisions.

2.4.1 Role of Teachers in Promoting Quality

Good basic education is the result of the interaction of multiple factors, the most important of which is increasingly recognized to be quality teachers and teaching. (ADEA 2005)

The 2005 EFA report captures this trend in the following:

What goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality. (UNESCO 2004, p. 152)

Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. New views on the nature of learning and the locus of authority and responsibility for education have combined to alter how teachers are regarded and how teacher support programs are designed and carried out (UNESCO 2004). At the same time that more authority and responsibility have devolved to local levels, there has been a strong trend toward the devolution to teachers of authority and responsibility for their practice (Ginsburg and Schubert 2001).

In both developing and industrialized countries, teachers in the past were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures. For their professional development, teachers received information on how to improve from “experts” in centralized workshops with little follow-up support at the school level (Schon and McDonald 1998).

Many school systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place. If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these methods (Boyle et al. 2003; Craig et al. 1998; Darling-Hammond and McLaughlin 1995; Gidey 2002; LeCzel and Liman 2003; Leu et al. 2005; Lieberman 1995; UNESCO 2004, pp. 161–168; USAID/EQUIP1 2004a; USAID/EQUIP1 2004b; cited in Leu 2006).

Action research is also closely related to teacher empowerment and has become an important component of what is considered good teacher development. Action or participatory research refers to teachers individually or in groups gathering and analyzing information in order to solve problem at the school level. In addition to mobilizing teachers to study and reflect on their practice, action research advances the professionalisation of

teachers by helping them develop and validate their knowledge (Hopkins 2002). A positive policy environment and adequate support for growth are essential for creating and sustaining teacher quality (Mulkeen et al. 2005).

Ongoing relevant professional development activities are necessary for a teaching force to be effective (Craig et al. 1998; USAID/EQUIP2 2006; Verspoor 2004). Adequate time and resources are needed for programs in which staff members have a say in the content of activities and in which new skills can be learned, practiced, reflected upon, and improved over time. An iterative teacher learning process of this kind involving all teachers takes place most effectively at the school level, in clusters of nearby schools working together, or sometimes in some more centralized settings as long as strong follow-up and continuing support is available at the school or cluster level (du Plessis et al. 2002; USAID/EQUIP1 2004a; USAID/EQUIP1 2004c).

2.4.2 Active Learning approach and Quality

This issue is especially pertinent in countries that have adopted constructivist-based reforms in curriculum and instruction at the same time that they are undergoing very rapid expansion to meet the 2015 goals of Education for All. When quantity of education is expanding rapidly and quality of education is declining, which is the situation many countries face, it can be difficult to locate where the quality problem lies. Is the problem the new constructivist-based paradigm of teaching and learning, is the problem the rapid expansion with overcrowded and under-resourced classes, both, or something else? One thing that we know is that, with expansion and reform taking place at the same time, a severe burden falls on teachers to be flexible and reject traditional models and to internalize and practice new approaches - often within the context of conceptual confusion about the reforms and minimal understanding of them, especially at the community level (Alexander 2000; UNESCO 2004).

Teachers are often the focus of criticism for the problems that emerge with active learning. Teachers, often with little preparation themselves, are struggling to implement elements of a new paradigm that may be contradictory, and are attempting to do so in classes that are

over-crowded and under-resourced, classes in which quality would probably drop no matter what the paradigm of teaching and learning in use. (Mulkeen et al. 2005)

In the spectrum between traditional chalk-and-talk teaching and open-ended instruction, some educators advocate structured teaching, a combination of direct instruction, guided practice, and independent learning. Discovery-based pedagogies have proved extremely difficult to implement on a national scale. Moreover, their success relies heavily on appropriate levels of physical resources, strong support and well-motivated, enthusiastic teachers....With an approach to structured teaching that leaves space for individual discovery, good teachers can create a child-centered environment even in adverse circumstances. (UNESCO 2004, pp. 153-154)

2.4.3 Teacher Development

In the developing world, donor-funded projects are frequently aimed at school-level reforms. Such projects may focus on decentralizing administrative structures and increasing the involvement of local community members in school governance and support, with the aim being to empower principals, teachers, and the community to work together to improve the quality of education provided to the children. (Leu 2006).

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 and learning reach the classroom, are correctly implemented in the classroom, and are sustained. In the present curriculum reform environment in many countries, constructivist, active learning principles are advocated at the policy level, and many education systems now seek to match this with teacher learning and professional development, by raising the status of teaching as a profession through better teacher induction and mentoring (Leu 2005, p. 20; Zeichner 2003). The rationale for this is clear: Whether undergoing centralization or decentralization, the global knowledge base is continually expanding and changing the nature of classroom instruction such that there is

an ever-increasing demand to move beyond rote learning and teacher-directed instruction to more active, student-centered approaches to learning (Leu 2006).

Teachers must demonstrate active ownership of their practice, and of the reforms that influence changes in that practice: Unless teachers are actively involved in policy formulation, and feel a sense of 'ownership' of reform, it is unlikely that substantial changes will be successfully implemented. One of the main challenges for policy makers facing the demands of a knowledge society is how to sustain teacher quality and ensure all teachers continue to engage in effective modes of ongoing professional learning. (Darling-Hammond 2006).

When teachers are involved in making decisions about changes that affect them, enjoy being around children, have the skills to impart appropriate knowledge and manage their classrooms, and understand their role in the community, they are usually highly motivated and their students' achievement tends to improve. Thus teacher education should not end with the receipt of a diploma or teaching certificate, but must constitute life-long learning through continued learning and socialization, supervised internships and continuing education requirements as the primary vehicles for developing effective learner-centered approaches to teaching (Craig et al. 1998; Darling-Hammond 2006).

Helping teachers learn and teach more effectively requires that they develop the ability to think like teachers, that they translate what they have learned in both pre-service and in-service teacher development programs into practice, and that they best do this within the context of a collaborative, collegial school community. However, teachers' daily routines in all countries and contexts are full. Teachers deal with large groups of students, juggle multiple tasks, and have little time to reflect and implement innovations (Hatch 2006). In the developing world, teachers with minimal preparation and 70 to 100 or more students may find that active learning methods are difficult, if not impossible, to apply (Alexander 2000, pp. 314-319; Mulkeen et al. 2005; Sweetser 1999; UNESCO 2004). Introducing reform into such classroom contexts often involves teachers re-thinking existing routines, ideas, practices, and theories.

Another approach to the development of communities of practice among teachers is the Continuous Professional Development (CPD). Professional development schools have emerged in recent years as promising models for connecting school reform and the reform of teacher education, by providing a context for rethinking and reinventing schools for the purpose of building and sustaining the best educational practices, inducting pre-service teachers into the profession, and providing continuing professional development to in-service teachers (Lieberman and Miller 1990). The CPD offers new structures for deepening and sharing knowledge for teaching and developing shared forms for learner-centered practice that enable teachers to become responsible for setting and reaching professional standards. As we have noted, the complexity of learner-centered education is such that it is difficult to implement, especially for novice teachers or experienced teachers who are new to student-centered learning, an issue central to the present study. The CPD provides teachers with much needed support in implementing knowledge of practice acquired in professional development, through on-going monitoring and feed-back from mentors and colleagues (Elmore 2002).

2.4.4 Active Learning

Research indicates that learners perform better when teachers organize more hands-on learning, emphasizing higher-order thinking skills (Bransford et al. in Darling-Hammond and Bransford 2005, p. 27). In science, for example, learning theory suggests that certain kinds of questions support strategic thinking on the part of students, particularly questions that ask students to develop hypotheses, make comparisons, analyze and synthesize data, evaluate possible solutions, and make judgments about what they have found. Students taught in this way not only perform better on tests, but also retain much more of what they have learned (Darling-Hammond and Bransford 2005).

Within the active-learning model, there is general agreement on many elements of effective teaching, such as: conceptual learning that goes beyond memorization, the use of cooperative learning through which students construct knowledge together, the ability to communicate independently, students' original work used to demonstrate learning (often

displayed in classrooms), minimal teacher lecturing or direct transmission of factual knowledge, multiple small group activities that engage students in discovery learning or problem-solving, and frequent student questions and discussions.

However, these generally agreed-upon elements can present a problem if they are interpreted as the form and not the substance of teaching. For instance, some of the above examples (group work in particular) can exist in classrooms that focus on repetition of factual information rather than the encouragement and use of higher-order thinking skills. This is a common problem in the implementation of active learning.

2.5 USAID Assistance to the Ethiopian Education System

As Ethiopia is currently regarded as one of the poorest countries in the world it relies heavily on foreign aid such as USAID to provide education for its people. Since World War II Ethiopia has become the cornerstone of US African policy. One of the main reasons was the strategic location of Ethiopia which was important for the USA during Harry Truman's presidency. (Donald Rothchild and Edmond J. Keller 2006:100). The United States was interested in gaining a strategic presence in the Horn, and Ethiopia allowed it to establish a naval base and radio tracking station at Asmara. This tracking station enabled the United States to improve its ability to monitor the telegraphic traffic in the emerging communist bloc countries to the northeast. (Ruth Iyob and J.Keller 2006). In return the US has given Ethiopia military and economic assistance. In fact this has also meant an increase in US involvement within the Ethiopian political economy.

However, with the coming to power of the Derg Ethiopia's relations with the US changed and this opened the door for Ethiopia's relations with the Soviet Union. Since 1991 diplomatic relations between the two countries, USA and Ethiopia have been restored.

In relation to primary education USAID activities in basic education began in 1995 with the aim of improving the quality and equity of primary education. USAID/Ethiopia'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)

2.6 Academy for Educational Development (AED)

The AED Basic Education Strategy Objective II (AED/BESO and recently EQUIP II) was contracted in September 2002 for a two year period (also known as Phase I Base period). In Phase 1, the project supported the ministry of education of FDRE to enhance the quality and equity in primary education through supportive activities in pre-service and in-service teacher training, supplementary media development and training, socially relevant curriculum materials development and training, women teacher support system, personnel and material management and monitoring evaluation systems.

In Phase 2 (known as option year 3-5, from September 2004 –August 2007 and since 2008 to present known as EQUIP II) the project work continued along the same objective areas and added the USAID new strategic objective (SO 14) that focuses on “Human Capacity and Social Resiliency” (AED 2008).

The purpose of USAID strategic objective is to address some of the critical elements of development; that are; quality and accessible education and health care. USAID support policy integrates efforts in education and health programs to address development issues and preparedness for social disasters such as famine and draught (USAID 2005). Obviously famine and draught lead to food shortage which in turn, affects children's health and nutrition. Poor health will decrease attendance and completion rates, and impairs a child's ability to learn. Another area of education and health is HIV/AIDS and other sexually transmitted infections. The incidence of HIV/AIDS infection and its effect on family life and direct impact on education is well known. Education therefore will play an important role in providing health information communication and promoting behavioral change.

SO 14 is subdivided in to three Intermediate Results (IR) and IR 14.1- 14.3. IR 14.1 deals with health, family planning and nutrition; IR 14.2 deals with HIV/AIDS reduction and mitigation impact and IR 14.3 is connected with enhancing use of primary education services.

The subdivision and gals of SO 14.3 are;

SO14: Human Capacity and Social Resiliency Increased

IR 14.3.1 USE and Provision of Quality Primary Education Service Increased

IR 14.3.2 Education Planning and Management Strengthened

IR 14.3.2.1 More Efficient System Developed by Regional Education Bureaus for personnel management and distribution and logistics of educational materials

IR 14.3.2.2 Better Utilization of Educational Management Information System (EMIS) at all levels.

IR 14.3.2.3 Improved Planning Monitoring and Evaluation and Student assessment capacity at all levels

IR 14.3.2.4 certification process for MOE and REBs financial accounting system to receive direct funding from USAID sources.

IR 14.3.3 Quality of Primary Education Improved

IR 14.3.3.1 Quality of Teaching force Improved

IR 14.3.3.2 Application of student centered, active learning methods strengthened.

IR 14.3.3.3 Supplementary reading materials development and supply strengthened.

The BESO II and recently the EQUIP II activities focused on USAID SO 14.3 were responsible for providing technical services to help the Government of FDRE and USAID mission as well as other key development partners to meet defined performance measures necessary to the achievement of the intended results. The technical services required were support to and provision of trainings and workshops, provision of capacity building equipments and materials to TEIs; provision of basic materials, equipment and supplies to cluster center schools, development and dissemination of information on teacher

development and child centered active learning best practices; development, production, dissemination, and training in use of self-instructional continuing education “kits” for lower primary teacher in-service training; data collection, harmonization where necessary, analysis and reporting, and provision of necessary equipment to compliment assistance to intermediaries as appropriate.

As discussed in the delimitation of the study, this paper deals with IR 14.3.2 and IR 14.3.3 only i.e. In-service Teacher Education and Planning and Management components that are implemented by AED.

2.6.1 In-service Teacher Education

The major objective of this program was to contribute to improving the quality of educational personnel to enhance the use of active learning method. The program aims to enhance quality of education through conducting workshops for strengthening school management and the teaching and learning process; establishing school clusters as centers for continuous professional development of teachers, school principals and educational officers.

2.6.2 Planning and Management of Primary Education

The intervention of planning and management component is to provide support to the federal, regional, woreda and kebele education and training officials, school principals and board members to build up their planning and management capacity for quality education. The support intends to include making efficient use of the Planning and decision making support tools; Personnel Management Information System (PMIS) and Material Management Information System (MIS) and Projection Model (PM) at various levels to enable decision-makers and educational employees to make use of data collected from schools for different planning and decision making purpose at various levels.

To summarise, the first part of chapter dealt with the importance of education for poverty alleviation and for ensuring sustainable deployment. Most of the literature review part of this chapter focused on the meanings of and strategies for improving educational quality in an

environment of quantitative expansion and a paradigm shift. At the same time that under-resourced systems of education are expanding rapidly, new, social constructivist paradigms of teaching and learning are being introduced, putting extreme pressure on teachers and other stakeholders in their efforts to improve educational quality.

In looking for the most promising entry points to support the growth of quality in systems or schools, most systems are increasingly emphasizing decentralized locations - schools and communities - and local actors - teachers, principals, and community members - as the engines of both quality and accountability. As part of the emphasis on local factors, processes at the local level - school, teacher, and classroom processes - have emerged as the places to look to understand how quality grows. This review has traced these trends in the literature and focused on the role of teachers and continuing teacher professional development as a critical entry point for encouraging the growth of quality. This review underscores the fact that it is important for teacher learning to parallel the new paradigms of learning that are at the foundation of many countries' education reforms. Teachers are seen no longer as passive recipients of instructional formulas to be repeated mindlessly in their practice. Within a system that supports coherent change and with well-structured access to new ideas, teachers are seen as active subjects of their own changing practice, adaptive experts who form communities of practice to share ideas and analyze and improve practice. They, like their students, become empowered learners.

Teacher learning, of whatever kind, is always embedded within a context. Teacher learning is influenced by complex mediating factors at the local level as suggested in the conceptual framework above. In order for appropriate teacher learning to translate into good practice and good student learning, a variety of factors that either help or hinder this process must be positively mobilized at the local level. This is why a form of continuous teacher learning that is nested within a whole-school improvement program is promising. Complex as it is, looking to the local level, understanding the complications of process, and encompassing these factors in programs to encourage quality, will enable policy makers and program planners to design and implement more promising programs to create quality. The last section of the literature review dealt with the support provided by USAID to Ethiopian

Education Sector. USAID has been supporting the education sector since 1995. The USAID Basic Education Program formerly known as BESO I and BESO II and recently known as EQUIP II is a program funded by USAID and implemented by Academy for Education Development (AED) has been providing technical support to the education sector. AED was intervening in developing the capacity of education management, setting up support systems; strengthening teacher support system for pre-service and in-service teacher development introducing cluster school approach system. To enhance professional competency it has introduced active learning, continuous assessment active community participation etc..

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design, the study sample, and the methodology and procedures used to collect and analyse the data in order to assess the contributions made by USAID/AED to promote the quality of primary education in Addis Ababa City Administration.

3.1 Research Questions

The general problem statement formulated in chapter one was: What are the actual practices and contributions of USAID/AED to enhance quality of primary education in Addis Ababa City Administration? The main problem was divided in to the following basic research questions which were identified during literature review.

1. To what extent are the contributions of USAID/AED to promote quality of primary education in Addis Ababa City Administration?
2. To what extent did USAID/AED contributed to enhance the capacity of management and leadership in primary education in Addis Ababa to promote quality of education?
3. What are the constraints encountered during the implementation of the project that was intended to promote quality and leadership in primary education in Addis Ababa City Administration?

3.2 Methods

The study focuses on assessing the contributions made by USAID/AED to promote quality of education and enhancing the capacity of leadership in primary education in Addis Ababa City. A descriptive survey method was 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. Koul (1996: 405) expressed that the descriptive survey method of research is more appropriate to gather several kinds of data in such a broad size study area rather than case study and comparative study. Case study was not preferred because its findings are derived from one case which needs detailed

information of a situation for a long time while this study strives to see the contributions made in broader approach and also comparative method was not chosen for it does not fit to answer the research questions that sought to answer the extent of contributions made by USAID/AED with particular emphasis in Addis Ababa City Administration.

3.3 Sources of Data

Primary and secondary data gathered in various ways were used as a source. These include USAID/AED project coordinators and supervisors from the National to Sub-city or Kebele levels, educational officials/personnel at the city education bureau, Sub-city, Kebele, school clusters and school level, who have direct contact with the project. Selection of these as a source of data is purposive, based on the expectation that they have better information and experience regarding the activities of USAID/AED. Moreover, supervisors, PTA members, school principals and teachers in selected schools, statistical data and official documents relevant to the study were the major sources of data for the study.

3.4 Sampling and Sampling Techniques

There are 10 Sub-cities and 688 primary schools in Addis Ababa city Administration. USAID/AED project is implemented in two Woreda Cluster Resource Centers, 11 School Clusters and 51 Satellite Schools. Thus the study is limited to 2 Woreda Cluster Resource Centers and 11 Cluster Schools where the first, second and third phases of the project activities have been conducted for the last 7 years (2002-2007). This is because the activities carried to promote quality of education and enhance the capacity of leadership and management of primary education could better be reflected in activities made for relatively long period of time. The subject of the study consisted of different groups of respondents. The respondents were:

1. Vice Bureau head and The head of the ACEB Teachers' Development Process, Planning Process head
2. USAID/AED officials at center and focal person at Bureau level.
3. The heads of sub-City and Kebele Education office
4. 48 primary school teachers

5. 13 cluster school principals and 13 cluster supervisors
6. 5 KETB representatives (chosen by availability sampling).

The selection of the primary school principals, supervisors, the vice head of ACEB, coordinators and supervisors of USAID/AED project at each level were selected using the purposive sampling. This was because those who have served for many years have rich information and better understating of the contributions made by USAID/AED. The satellite school teachers and the KETB representative were selected using availability sampling. This is done to use easily accessible informants.

3.5 Instruments of Data Gathering

3.5.1 Questionnaire

Questionnaire was designed to collect information on the contributions of USAID/AED. The questionnaire was designed to collect information on how cluster school principals, supervisors, education officials and teachers perceived the contributions made by USAID/AED to promote the professional competency of teaching force and to enhance leadership and management capacity to promote quality of primary education in Addis Ababa City.

The questionnaire was selected as the appropriate data collection tool in assessing the extent to which participants of the study hold similar beliefs and opinions on the contributions of USAID/AED project. The questionnaire consists of three sections: (1) general information of the participants, (2) descriptions of contributions of USAID in promoting teaching force capacity and (3) descriptions of contributions in enhancing the capacity of leadership and management.

Each item of the questionnaire has four alternative responses of (1) *to large extent*, (2) *to some extent*, (3) *to very limited extent* and (3) *never*. The descriptions of the items on the questionnaire were derived from the literature review and the policy documents.

3.5.2 Focus group discussion

Data was collected from school principals, supervisors (including senior teachers), KETB Chairpersons and City education bureau officials using focus group interviews and personal interviews, respectively. The focus groups discussions were used because they are less time consuming than conducting numerous individual interviews and facilitate the collection of a large amount of data from many respondents simultaneously (Daymon &Holloway 2002:187). It is thus an efficient method. The method also increases the quality and richness of the data as group members are simulated by the perceptions and ideas of others within the social environment in which the group of situated (Daymon &Holloway 2002:186 in McMillan & Schumacher 1997: 453). Academy of Educational Development (2004:1) advocates that to collect sufficient data four to six groups may be used, and thus in this study two focus groups were held with school principals, supervisors, KETB members teachers and officials at two Woreda cluster resource centers. An interview guide was used to ensure that all critical issues were addressed. To make the discussion more participatory and to get more information it was conducted in Amharic. The length of each focus group was for one hour. Each focus group discussion was tape-recorded and later transcribed verbatim and translated in to English. 2 focus group discussions were held at two Woreda Cluster Resource Centers. Group one consisted of 6 members and the second group was of 5 members composed of teachers, supervisors and principals. The plan was to hold four discussions, but two appointments failed are cancelled.

3.5.3 Personal interviews

To address some of the research questions individual interviews were conducted with the USAID staff, City education bureau officials, principals of the conveniently selected cluster and satellite schools, PTA members and cluster supervisors. The interviews were semi structured only so as to avoid imposing, "...the researcher's frame of reference in the data to be generated," (Marshall 1998:38). To ensure a comprehensive coverage of all critical issues a discussion guide was used as advised by Daymon and Holloway (2002:195). Each interview lasted for about 15 minutes.

3.5.4 The student researcher as a data gathering instrument

In the study the student researcher acted as a data gathering instrument, a tactic advanced by Daymon and Holloway (2002:90). This view is further reinforced by Borland (2002:6)

who says “The researcher who conducts descriptive research must recognize that he is the primary instruments for the research design, data collection ...” In order to prevent the interpretations from being influenced by the researcher’s perceptions the words of the participants were tape-recorded then transcribed, and translated in to English. Focus was paid to participants’ own words in the analysis. The student researcher was also aware of the respondents’ difference to avoid projecting himself over the respondents. Issues addressed in the focus groups were derived from literature review done prior to data collection, rather than the student researcher’s own perception. The student researcher also read relevant literature on how to collect qualitative data especially the use of focus groups. The researcher has gathered data from desktop study and has made unstructured observation.

3.6 Piloting Data Gathering Instruments

The appropriateness of data collection instruments was checked by piloting. The questionnaire was presented to four senior experts in the Ministry of Education for their comments.

A questionnaire was pre-tested before distributing to the respective respondents. The pre test was administered on 3 randomly selected teachers, 2 principals and 2 cluster supervisors. This is because once questionnaires are distributed there is no room to make correction.

Unstructured interview was administered face-to-face by the student researcher and also semi-structured focus group discussion was conducted to test the instruments. On the bases of the feedback amendments and corrections were made. Then the questionnaire was administered to respondents during regular office and school hours.

3.7 Data analysis

Data collected from questionnaire was organized in tabular forms and in terms of frequency and percentage of respondents selecting each response option appeared in each item of the questionnaire. Data recorded during the focus group and personal interviews were

transcribed verbatim and then analysed using mechanisms and rationale recommended by (McMillan & Schumacher 1997:502) i.e. segmenting, coding, ranking, and linking the categories.

3.7.1 *Segmenting*

The researcher read through the transcribed data thoroughly to get a big picture of it so as to be able to segment it into coherent themes (Daymon & Haolloway 2002:234). This also enabled the researcher to identify data segments that were critical in addressing the specific research questions. The data from focus groups was segmented into three segments in line with the number of programmes that were introduced to improve the quality of education of Addis Ababa City Administration. Coding was then done under these segments. Data from personal interviews was also segmented into the segments.

3.7.2 *Coding*

A bottom up coding was used. This means that as the data were analysed, a coding system was developed to suit the data. Hence, no coding system was developed before data collection was completed and data analysis started. The researcher read through the transcribed focus groups to get trends that emerged. Initially points that emerged were coded numerically, where a point appeared in subsequent sections it was given the same numerical label as before. The numbered points were then grouped into main themes. The frequencies of the appearance of the themes were then taken and the sequence of the discussion of the issues was based on the frequencies. For instance, if an issue was raised for the first time as the fifth point in the narrative about continuous professional development, it was coded CPD 5. In the transcribed personal interviews with school principals the issues raised were initially coded using letters of the alphabet as they emerged. If an issue was raised more than once each time it surfaced it was given the same code as before. Further analysis allowed further division of data into factors that impacted positively on the promotion of quality of education and activities that could evolve around.

3.7.3 *Master sheet and ranking*

All the codes were put on a master sheet and the frequencies were noted to help rank the themes and issues according to their importance. However, the main emphasis was on the

quality of the data and not the quantity thereof. This study has employed percentiles to rank the frequencies.

3.7.4 *Linking the categories*

The categories in the study were compared among themselves to show emerging patterns of relationships (McMillan & Schumacher 1997:502). The relationships analysed included rationale for the relationships (Johnson & Christensen 2000:437).

To sum data analysis method, the use of different sources of information and methods (triangulation) has an advantage of increasing the credibility of data. In other words, the use of different data collection strategies enables a researcher to: build on the strength of each type of data collection method; to use multiple source of evidence; to establish a chain of evidence; and to promote rigorous inquiry. It also enabled the researcher to obtain data from a multiple sources of information, establish a chain of evidence and engage in a rigorous inquiry, in assessing the contributions made by USAID to promote quality of primary education. In sum, triangulation enhances the validity of data and therefore enables the researcher to corroborate data from different sources of evidence.

3.8 Trustworthiness

The trustworthiness (validity and reliability) of survey research is the "... credibility of description, conclusion, explanation interpretation or other form of account," Maxwell 1996:87). In this study the view of Daymon and Holloway (2002:93) who argue that the criteria for evaluating trustworthiness are credibility, transferability, dependability and confirmability was adapted.

3.8.1 *Credibility*

McMillan and Schumacher (1997:162) say, "...credibility, refers to, the extent to which the results approximate reality and are judged to be credible." To enhance credibility the interview were tape recorded, transcribed verbatim and then written down to ensure an accurate reflection of the respondents' views. The use of focus group as well as personal interviews also allowed for data triangulation as data was collected from different groups and by different methods Daymon and Holloway (2002:99). Pilot testing of the data

gathering instruments and comparison of findings to discoveries in literature review also helped to improve the credibility of the result of the study.

3.8.2 Transferability

Transferability implies that specific, knowledge gained from the research conducted with small samples, can be transferred by the reader to other similar settings Daymon and Holloway (2002:93-94). In this study this was achieved by carefully selecting samples that typify USAID/AED funded projects beneficiaries. The research questions for the study were based on a range of literature review in general, and to Addis Ababa City Administration in particular. This makes it possible for other researchers to relate the findings to their own settings in the realm of contributions of USAID/AED to enhance quality of primary education.

3.8.3 Dependability

For research findings to be dependable they must be consistent and accurate Daymon and Holloway (2002:94). Consistency and accuracy were created for this study by writing down note for responses from the subjects and transcribing them verbatim to ensure that critical details were captured. The student researcher also demonstrated an audit trail to assess weather the findings are grounded in the data and inferences are logical, detailing the process of how the study was conducted (Marshall 1998:63).

3.8.4 Confirmability

The criteria of trustworthiness concern the achievement of the aims of the study, rather than the researcher's assumptions and preconceptions. This was done partly by coding the themes in the data to show how it was linked to resources. Daymon and Holloway (2002:94) argue that, "To indicate at the proposal stage how confirmability will be demonstrated in your research, it is sufficient to outline the early intentions of your study, that is, your proposed research, your expectations... " This was done by clearly articulating the aims of the study at the onset. (Objective of the study Chapter one Section 1.3.1 and 1.3.2)

3.9 Ethical measures

When collecting research data it is very important that strict ethical standards are maintained at all times (Bell 1999:53). Amongst others, this is to ensure that the right and welfare of the subjects are protected. This study did take in to consideration certain ethical provisions as outlined below.

3.9.1 Approval for conducting the research

For research conducted in an institution like a school system approval should be obtained from the concerned institution (McMillan & Schumacher 1997:1995; Bell 1999:52). For this study was commenced after the approval to do the research had been obtained from respective authorities (USAID/AED, City Administration and School Officials).

3.9.2 Informed consent

Tuckman (1994:13-14) argues that subjects have the choice to participate, or not to participate in any research. As Bell (1999: 58) says, "Getting management permission is one thing, but you need to have the support of the people who will be asked to give interviews or complete questionnaires." Thus informed consent was achieved by providing an explanation of the purpose of the research.

3.9.3 Confidentiality and anonymity

Data collected for research must be secured, treated in confidence and made public behind the guide of anonymity (Christians 2003:139; McMillan and Schumacher 1997:193). In this study the respondents were requested not to expose their names, or those of their schools both in questionnaires and interviews.

3.9.4 Honesty and accountability

It is important that the researcher is honest and accountable in dealing with the subjects. The student researcher in this study undertook to keep all information availed in good care and use it exclusively for the study. No deception was used on the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter deals with the findings based on analysis and interpretation of data gathered through questionnaire, interview, focus group discussion and document analysis. In the first section of the chapter characteristics of the sample population is dealt with, the second section presents answers found to research questions and in the last section the findings are analyzed and interpreted.

4.1 Characteristics of the Respondents.

A total of 78 questionnaires were distributed to 13 Principals, 13 supervisors, 48 teachers and 4 City Bureau and sub-City officials. The participants of the questionnaire were selected from 2 Woreda Cluster Resource Center, 11 School Clusters, and City and sub-City education offices. These are where USAID/AED implements its projects that aim to promote the quality of primary education. Out of the total questionnaires distributed to teachers and educational authorities, 91 percent (97.9 percent from teachers and 80 percent from Principals supervisors and City Administration Education Bureau officials) were filled out and collected respectively. The questionnaires collected were found useable to the study. The characteristics of respondents are presented on the following table.

Table1. Characteristics of Respondents

S. No	Item	Respondents					
		Teachers		Education officers		Total	
		No.	%	No.	%	No.	%
1	Age						
	21-30	15	31.9	5	20.8	20	28.2
	31-40	20	42.6	15	62.5	35	49.3
	41-50	8	17.0	4	16.7	12	16.9
	51 and above	4	8.5	-	-	4	5.6
	Total	47	100	24	100	71	100
2	Sex						
	Male	35	74.5	17	70.8	52	73.2
	Female	12	25.5	7	29.2	19	26.8
	Total	47	100	24	100	71	100
3	Marital status						
	Married	27	57.4	13	54.2	50	70.4
	Divorced	2	4.3	-	-	2	2.8
	Single	18	38.3	11	45.8	19	26.8
	Total	47	100	24	100	71	100
4	Qualification						
	10 +TTI	-	-	2	8.3	2	2.8
	12+TTI	12	25.5	4	16.7	16	22.5
	12+2	30	63.8	14	58.3	44	62.0
	Degree	5	10.6	4	16.7	9	12.7
	Total	47	100	24	100	71	100
5	Present occupation						
	Teacher	47	100			47	66.2
	School principal		-	-	-	-	-
	Cluster principal	-	-	13	54.2	13	18.3
	Supervisor	-	-	7	29.2	7	9.9
	Bureau official	-	-	4	16.7	4	5.6
	Total	47	100	24	100	71	100
6	Service year						
	6-10	2	4.3	3	12.5	5	7.0
	11-15	22	46.8	11	45.8	33	46.5
	16-20	12	25.5	6	25	18	25.4
	21-25	6	12.8	1	4.2	7	9.8
	26 and above	5	10.6	3	14.5	8	11.3

Table 1 portrays characteristics of the respondents. Out of all respondents about 28.2 percent (31.9 percent of teachers and 20 percent of educational officials) are in the age range of 21-30 while 42.6 percent of teachers and 62.5 percent of educational officials, a total of 49.3 percent are in the age range of 31-40, 16.9 percent (17.0 percent of teachers and 16.7 percent of educational authorities) are categorized under the age range of 41-50.

This indicates that the majority of both teachers and educational authorities are at adulthood although there is considerable number of teachers in youth age group. Out of the total teachers respondents female account for 26.8 percent and they account 29.2 percent in administrative position implying disproportional gender ratio in teaching and men biased proportion in management positions. About 57.4 percent of teachers and 54.2 percent of educational officials are married while 38.3 percent of teachers and 45.8 percent of educational officials are unmarried.

Regarding qualification of the respondents, as item 4 of the table above indicates, 25.5 are 12+ TTI levels, while 63.8 percent are diploma holders. 10.6 percent of teachers are undergraduate degree holders. 16.7 percent and 58.3 percent of educational officials are at the qualification level of 12+TTI and diploma respectively while only 16.7 percent are degree holders. Hence, we can say that all the respondents are at the required qualification level for their respective position.

As item 5 of the table indicates, out of the total respondents, 66.2 percent are teachers, 18.3 percent are principals, 9.9 percent are supervisors and 5.6 percent are educational officials at City Bureau and sub-City level. This means educational officials account for only 33.8 percent.

The majority of the teachers and almost all of educational authorities have served for more than 10 years. This indicates that the majority of teachers and almost all of educational authorities have adequate experience to execute their respective duty effectively and to provide adequate and relevant information for the study. Thus it can be said that samples chosen are rich in information on activities of USAID/AED and can contribute important and relevant information to the study.

Having the brief view on the characteristics of the respondents, the next part of the analysis is based on part two and three of the questionnaire, interviews and focus group discussions conducted documents review made and personal observation, which makes considerable ingredients of the study.

4.2 The Status of Teachers professional Development before the intervention of the project

This section deals with the condition of support provided to teachers to develop their professional competency before USAID/AED commenced its activity in the city, which would help us as the base to gauge the contributions made by USID/AED in promoting education quality in primary schools of Addis Ababa City Administration. In the literature review chapter it was said that the role of teachers in promoting 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 and learning reach the classroom, are correctly implemented in the classroom, and are sustained.

Table 2 Extent of support provided to teachers before the intervention of USAID/AED

S.No	Item	Response	Respondents				Total	
			Teachers		Education Officials			
			No	%	No	%	No	%
1	Teachers were provided with professional trainings	to large extent	–	–	3	12.5	3	4.2
		to some extent	5	10.6	6	25	11	15.5
		to very limited extent	19	40.4	5	20.8	24	33.8
		never	23	49	10	41.7	33	46.5
		Total	47	100	24	100	71	100
2	Pedagogical support provided was adequate	to large extent	4	8.5	2	8.3	6	8.4
		to some extent	15	31.9	8	33.3	23	32.4
		to very limited extent	20	42.5	9	37.5	29	40.8
		never	8	17.0	5	20.8	13	18.3
		Total	47	100	24	100	71	100

In item 1 of table 2, the respondents were provided with four alternative responses 10.6 percent of teachers and 25 percent of education officials reported that teachers were provided with professional trainings and instructional materials to some extent before the intervention of the program while 40.4 percent of teachers and 20.8 percent of education officials responded that the support provided was to very little extent. 49 percent of teachers and 41.7 percent of education officials reported never for the support provided before the intervention. 12.5 percent of educational officials responded teachers were provided with professional trainings and instructional materials to large extent.

For Table 2 item 2, for pedagogical support provided for teachers before the intervention 8.5 percent of teachers and 8.3 percent of education officials responded to large extent. 31.9 percent of teachers and 33.3 percent of officials responded the support provided was to some extent, whereas 42.5 percent of teachers and 37.5 percent officials responded the support provided was to very limited extent. 17.0 percent teachers and 20.8 percent officials responded never to the support provided

Table 3 Extent of support provided to teachers to develop their professional capacity before the intervention of USAID/AED

S.No	Item	Response	Respondents				Total	
			Teachers		Education Officials			
			No	%	No	%	No	%
1	Teachers share experiences with in staff and neighboring schools and conduct action research	to large extent	4	8.5	1	4.2	5	7.0
		to some extent	7	14.9	3	12.5	10	14.1
		to very limited extent	15	31.9	7	29.2	22	31.0
		never	21	44.7	13	54.1	34	47.9
		Total	47	100	24	100	71	100
2	Teachers have adequate knowledge on Active learning method	to large extent	7	14.9	1	4.2	8	11.3
		to some extent	13	27.7	4	16.7	17	23.9
		to very limited extent	21	44.7	15	62.5	36	50.7
		never	6	12.8	4	16.7	10	14.1
		Total	47	100	24	100	71	100
3	Teachers participate in school management and decision making	to large extent	16	34.0	11	45.8	27	38.0
		to some extent	21	44.7	11	45.8	32	45.1
		to very limited extent	9	19.1	2	8.3	11	15.5
		never	1	2.1	–	–	1	1.4
		Total	47	100	24	100	71	100

On the above table 44.7 percent of teachers and 54.1 percent of education officials responded never for item 1 of Table 2b that says teachers share experiences within staff and neighboring schools, and conduct action research. 31.9 percent of teachers and 29.2 percent of education officials responded to very limited extent, whereas 14.9 percent of teachers and 12.5 percent of education officials responded to some extent. This implies that there was no opportunity for teachers to share experiences and to learn in group with each other.

In the same table item 2, of all respondents 27.7 percent of teachers and 16.7 percent of education officials responded that teachers have adequate knowledge on active learning method to some extent, whereas 44.7 percent of teachers and 62.5 percent of education officials responded teachers knowledge in active learning was to very limited extent.

Regarding the participation of teachers in school management and decision making (table2b item 3), 34 percent of teachers and 45.8 percent of education officials responded the level of teachers participation in school management was to large extent, while 44.7 percent teachers and 45.8 percent of officials responded the level of teachers participation in school management and decision making was to some extent before the intervention of the program.19.1 percent of teachers and 8.3 percent of education officials responded the participation of teachers in school management and decision making was to very limited extent.

From the above two tables responses it can be said that prior to the intervention of USAID/AED, teachers were provided with very limited professional development support. The level teachers share experience with other colleagues and the extent they conduct action research on students learning achievement was also to very limited extent. However according to the respondents teachers were participating in school management and decision making to some extent.

Table 4 Condition of Leadership Capacity before the Intervention of USAID/AED

S. No	Item	Responses	Respondents					
			Teachers		Education official		Total	
			No	%	No	%	No	%
1	Principals were capacitated to manage, supervise and improve teaching-learning activity of the school	to large extent	5	10.6	2	8.3	7	9.9
		to some extent	9	19.1	6	25	15	21.1
		to very limited extent	23	48.9	9	37.5	32	45.1
		never	10	21.3	7	29.2	17	23.9
		Total	47	100	24	100	71	100
2	Community collaborates in school management and teaching- learning activities.	to large extent	20	42.6	13	54.2	33	46.5
		to some extent	16	34.0	9	37.5	25	35.2
		to very limited extent	9	19.1	2	8.3	11	15.5
		never	2	4.3	—	—	2	2.8
		Total	47	100	24	100	71	100
3	Planning, management & monitoring capacity of education officials was adequate at various levels of the city Administration.	to large extent	3	6.4	2	8.3	5	7.0
		to some extent	13	21.7	7	29.2	20	28.2
		to very limited extent	17	36.2	15	62.5	32	45.1
		never	14	29.8	—	—	14	19.7
		Total	47.	100	24	100	71	100

As depicted for item 1 of the above table, 48.9 percent of teachers and 37.5 percent of education officials responded principals were capacitated to very limited extent to manage, supervise and improve teaching-learning activity of the school, while 19.1 percent of teachers and 25 percent of officials responded principals were capacitated to some extent to manage, supervise and improve teaching-learning activity to very limited extent before the intervention of the project. 10.6 percent of teachers and 8.3 percent of education officials responded to large extent while, 21.3 percent of teachers and 29.2 percent of officials responded never for item 1 of table 3

For item 2 of table 4, 42.6 percent of teachers and 54.2 percent of officials responded that community collaboration in school management activities before the intervention of USAID was to large extent. 34.0 percent of teachers and 37.5 percent of officials responded to some extent and 19.1 percent of teachers and 6.3 percent of officials responded to very limited extent, whereas 4.3 percent of teachers responded never.

For item 3 of table 4, out of participants 32.6 percent of teachers and 62.5 percent of education officials responded to very limited for item which says planning, management and monitoring capacity of education officials at various levels of City Administration was adequate. 27.7 percent of teachers and 29.2 percent of officials responded to some extent for the same item, while 6.4 and 29.8 percent of teachers and 8.3 and 0.0 percent of officials responded education officials planning, monitoring and evaluation capacity was to large extent and never respectively.

It can be inferred from the above table items responses that the condition of leadership and management capacity was not to the level expected to facilitate better teaching-learning activities and promote the quality of education. According to respondents school principals, education officials and supervisors at various level of city administration were not adequately supported and equipped with skills needed to sustain the best educational leadership practices that lead to quality education.

4.3 Contributions of USAID/AED programs to promote quality in primary schools in Addis Ababa City Administration.

As stated earlier the objective of USAID In-service Teacher Education Program was to contribute to improving quality of education personnel to enhance the application of student centered active learning method through strengthening teachers' teaching skills using school cluster system approach.

USAID/AED/EQUIP II officials noted that among several categories of activities under the in-service teacher development program; technical support in the form of training workshops for cluster school teachers, school principals and education officers;

development of teaching support materials and pedagogical process and strengthening of in-service support system were activities implemented in Addis Ababa City Administration. To realize its objectives USAID/AED was implementing various teaching force improvement activities through in-service teacher development program in cluster system approach.

4.3.1 In-service Teacher Development Program

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

If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these methods.

On the other hand as discussed in literature review action research is also closely related to teacher empowerment and has become an important component of what is considered good teacher development. Action or participatory research refers to teachers individually or in groups gathering and analyzing information in order to solve problem at the school level. In addition to mobilizing teachers to study and reflect on their practice, action research advances the professionalization of teachers by helping them develop and validate their knowledge (Hopkins 2002). A positive policy environment and adequate support for growth are essential for creating and sustaining teacher quality (Fredriksson 2004; Mulkeen et al. 2005). Ongoing relevant professional development activities are necessary for a teaching force to be effective (Craig et al. 1998; Dalin 1994; USAID/EQUIP2 2006; Verspoor 2004). The questionnaire based on literature review was distributed to respondents and administered as follows.

Table 5 Extent of professional support provided to teachers by USAID/AED

S.No	Item	Response	Respondents				Total	
			Teachers		Education Officials			
			No	%	No	%	No	%
1	Teachers were provided with professional trainings	to large extent	19	40.4	13	54.2	32	45.1
		to some extent	16	34.0	10	41.7	26	36.6
		to very limited extent	10	21.3	1	4.2	11	15.5
		never	2	4.3	–	–	2	2.8
		Total	47	100	24	100	71	100
2	Pedagogical support provided was adequate	to large extent	13	27.7	13	54.1	26	36.6
		to some extent	18	38.3	8	33.3	26	36.6
		to very limited extent	12	25.5	3	12.5	15	21.1
		never	4	8.5	-	-	4	5.6
		Total	47	100	24	100	71	100
3	Supervision capacity was adequate	to large extent	13	27.7	13	54.1	26	36.6
		to some extent	18	38.3	8	33.3	26	36.6
		to very limited extent	12	25.5	3	12.5	15	21.1
		never	4	8.5	-	-	4	5.6
		Total	47	100	24	100	71	100

In item 1 of table 5, the respondents were provided with four alternative responses 40.4 percent of teachers and 54.2 percent of education officials reported that teachers were provided with professional trainings and instructional materials to large extent after the intervention of the program while 34.0 percent of teachers and 41.7 percent of education officials responded that the support provided was to some extent. 21.3 percent of teachers and 4.2 percent of education officials reported as the support provided was to very limited extent.

For pedagogical and supervision support provided for teachers after the intervention 27.7 percent of teachers and 54.1 percent of education officials responded that the support was to large extent. 38.3 percent of teachers and 33.3 percent of officials responded the support provided was to some extent, whereas 25.5 percent of teachers and 12.5 percent officials responded the support provided was to very limited extent. 8.5 percent teachers responded as there was no support provided

Table 6 Extent of support provided by USAID to develop teachers' professional capacity

S.No	Item	Response	Respondents				Total	
			Teachers		Education Officials			
			No	%	No	%	No	%
1	Teachers share experiences with in staff and neighboring schools and conduct active research	to large extent	15	31.9	14	58.3	29	40.8
		to some extent	20	42.6	7	29.2	27	38.0
		to very limited extent	6	12.8	3	12.5	9	12.7
		never	6	12.8	-	-	6	8.5
		Total	47	100	24	100	71	100
2	Teachers have adequate knowledge on Active learning method	to large extent	25	53.2	11	45.8	36	50.7
		to some extent	12	25.5	9	37.5	21	29.6
		to very limited extent	7	14.9	4	16.7	11	15.5
		never	3	6.4	-	-	3	4.2
		Total	47	100	24	100	71	100
3	Teachers participate in school management and decision making	to large extent	15	31.9	18	75.0	33	46.5
		to some extent	26	55.3	1	4.2	27	38.0
		to very limited extent	6	12.8	3	12.5	9	12.7
		never	-	-	2	8.3	2	2.8
		Total	47	100	24	100	71	100

For table 6 item 1, 31.9 percent of teachers and 58.3 percent of education officials responded teachers share experiences within staff and neighboring schools and conduct action research to large extent. 42.6 percent of teachers and 29.2 percent of education officials responded teachers share experience and conduct action research to some extent, whereas 12.8 percent of teachers and 12.5 percent of education officials responded to very limited extent.

In the same table item 2, 53.2 percent of teachers and 45.8 percent of education officials responded teachers have adequate knowledge on active learning method to large extent. 25.5 percent of teachers and 37.5 percent of education officials responded teachers have adequate knowledge on active learning method to some extent whereas 14.9 percent of teachers and 16.7 percent of education officials responded teachers knowledge in active learning was to very limited extent.

Regarding the participation of teachers in school management and decision making (table 4b item 3), 31.9 percent of teachers and 75.0 percent of education officials responded the level of teachers participation in school management was to large extent, while 55.3 percent teachers and 4.2 percent of officials responded the level of teachers participation in school management and decision making was to some extent after the intervention of the program. 12.8 percent of teachers and 12.5 percent of education officials responded the participation of teachers in school management and decision making was to very limited extent.

In the interview made with City Administration Education Bureau Officials, sub-City Education Department and Woreda cluster Resource Center Coordinators most of them also confirmed that the program played significant role in enhancing the quality of teaching force. The trainings conducted and materials distributed have brought about significant change in teaching learning activity.

4.3.2 Activities Performed to Promote Quality Education

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

4.3.2.1 Cluster Centers Established by USAID/AED in Addis Ababa City Administration

Documents of USAID/AED and Addis Ababa Education Bureau equally revealed that through cluster system approach program implemented by USAID/AED two Woreda Cluster Resource Centers and 11 School Cluster Centers were established reaching a total of 51 Satellite schools with 1667 teachers (697 female) trained as staff development support facilitators.

According to USAID/AED/EQUIP II project staff the two Woreda Cluster Resource Centers and all school cluster centers were adequately furnished with materials/ equipments and training resources. City Administration education bureau officials, school cluster coordinators confirmed that Woreda cluster resource centers and school cluster centers were well equipped. They also noted that the program was supporting cluster centers with finance (to each school cluster ETB 1750 annually) to conduct trainings. The student researcher also observed at Bole WCRE (Berhanch Zare Primary School), Nifas Silk Lafto WCRC (Fit/Lake-Adgeh Primary School) and two other (Tsehay Chora and March 8) cluster school centers were furnished with various equipments and training materials including duplicating machine, type writers, filing cabinet, storing cabinet, Workshop tables and chairs, office equipment, basic tools, stationary materials etc...The list of provided equipments and furnitures is also available at City Education Bureau and Woreda Cluster Resource centers.

However Tsehay Chora School Cluster coordinator said that some of equipments provided do not have accessories, no ink for duplicating machine. If technical problem occurs with duplicating machine or computers or projectors there is no one to repair them. She also noted that the budget allocated was not enough.

According to USAID/AED/EQUIP II Teachers Development Component staff the projects' contractual obligation is establishing, furnishing, equipping and training personnel how to use and repair equipments properly. With this regard the contractual obligation of the project is met, but he further indicated, the problem is with turnover of trained personnel. The City Administration education bureau officials confirmed the persistence of the problem saying; some of trained principals, cluster coordinator, supervisors were promoted to other positions, transferred to other schools or left their jobs. They also said that the City education bureau and sub-City are taking measures to solve the problems that are seen in all cluster schools

4.3.2.2 Teachers trained by in-service teacher development program in Addis Ababa

Documents in Addis Ababa Education Bureau and USAID/AED Activity reports indicated that USAID/AED teacher development program has trained 3289 teachers of which 1352 are females. The training was conducted in both face to face and distance mode of delivery. Out of the total trained teachers 1212 (513 female) teachers were trained in face to face mode of delivery and 2077 teachers of which 839 are female were trained in distance mode of delivery.

According to Addis Ababa Education Bureau Teachers Development Program process owner, in addition to training 61 teachers' study groups were formed in all satellite schools. These study groups were also briefed on how to discuss and train each other further on self-Professional Hand book, self-Instructional Kits and other materials distributed by the project.

USAID/AED(2008) document also reports that the main-topics of the trainings were based on student centered/active learning methods, continuous assessment techniques; action research techniques, preparation and initialization of teaching learning materials from locally available resources, management of large class size in relation to active learning,

curriculum integration, integrated lesson planning and practice, socially relevant issues such as gender, HIV/AIDS, Civics and environmental education.

Besides this training the education officials were provided training along with teachers on topics of common concern such as instructional leadership, in-built supervision, school/classroom management gender issues and school based professional Development, Curriculum integration, Continues assessment, Student Centered methodologies, causes of students repetition and drop out, and instructional leadership and supervision. The following table shows the number of participants in integrated approach training, which focuses on topics of common concern such as instructional leadership, in-built supervision,, school/ classroom management, gender issue and related contents.

Table 7 Integrated Trainings Participants

	Teachers			School Principals			Education officials			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Training provided at MoE venue	79	84	163	95	31	126	153	45	198	327	160	487
Training provided cluster/school based	124	94	218	12	6	18	0	0	-	136	100	236
	203	178	381	107	37	244	153	45	198	463	260	723

Source AED/2008

Table7 indicates that 198 education officials (45 female) and 244 school principals (37 female) have participated in an integrated leadership training provided along with 381 teachers (178 female).

During interview with City education bureau teachers' development process owner, he reported that prior to the intervention of USAID/AED it can be said there was no training opportunity or any other support to improve teachers practice. It is USAID funded Project (BESO I&II, BEP implemented by AED that has established school cluster system in the City. Peer tutoring and mentoring of newly hired teachers by experienced teachers in the respective schools and satellite schools have initially been initiated by the project by establishing study groups at satellite school level . He further noted cluster school system is now adopted by city education bureau as the hub for CPD of teachers. He also mentioned

that the current CPD guideline of the MoE has been influenced by the project activities that started at school or site based cluster in-service training program.

Bureau officials also reported that the positive intervention of this project in building the capacity of education personnel to enhance management and supervision at school level and improve the quality of instruction in class rooms are now being scaled-up to all schools in the city. Today all public schools have adopted the school cluster approach and are using the materials AED has developed and distributed to Woreda Cluster Resource Centers and School Cluster Centers.

City Education Bureau officials further mentioned that the materials developed in the USAID Basic education period are now incorporated as part of the City Administration package for CPD of teachers and the cluster organization and management guide manual that the project developed has served as basis for the city Administration Education Bureau to develop revised manual for organizing and managing its schools in to clusters. They also commented that to sustain the projects positive interventions the city Administration has included the cluster in service program in to its system to the extent of assigning appropriate personnel trainer and supervisors and allocating budget to facilitate activities of the clusters teachers in-service development program.

Some of interviewed teachers from cluster and satellite school commented on cluster system approach of in-service training, noting that the training provided in active learning and continuous assessment had changed their methodology and they have moved from just lecturing to discussion and engaging in dialogue with students and using group work, brain storming, and problem solving. A teacher from Berhaneh Zare Primary School confirmed the change training has brought in teaching methodology saying, “my teaching has become student centered the student is no longer a receiver of information, no more talk and chalk system of teaching.

A former supervisor, now an expert at Akaki Kaliti sub-City education department 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. He further mentioned that for the training was a single-shot training the knowledge and the capacity and skill of teachers in teaching methodology and using continuous assessment is not at the expected level.

Nevertheless, significant number of teachers interviewed commented that the change was not an easy process, and progress to date had been slow. Furthermore some stated that they did not know much about active learning and continuous assessment or how to implement them.

Similar idea was reflected during discussion one participant said that the Education and Training Policy of Ethiopia gives due attention to active learning and continuous assessment. The training could benefit a lot if it was designed and implemented to properly address problems. He further said that those selected as trainer were themselves not capable to train others. The officials must have nominated appropriate and capable trainers. The other interviewed teacher also said that many of the trained teachers and satellite study group facilitators have been transferred to other positions or left their jobs. There should be additional training to fill the gap and the scarcity of instructional materials at school clusters must also be addressed.

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 noble, trying to improve the quality of education through such approach can help to develop teachers professional competency for it involves all stakeholders and helps teachers 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 by their schools. A participant said that the provision of more resources to satellite schools is critical for continuous professional development of teachers as well as to enhance cooperation between principals, and neighboring schools, supervisors and community. But the financial support provided is insignificant compared to the duties and responsibilities of clusters.

Satellite School Principal interviewed from Kolfe Karanio sub-City raised similar issue and added that the cluster and satellite schools study groups, principals' network and other committees have not yet promoted collaboration among teaching community as program predicts it would. He added that cluster and satellite based meetings of teachers lack content and therefore teachers are not motivated to attend the meetings, because there are no specific topics, they don't know what they should discuss. An interviewed teacher also argued that the value and attitude needed for shared and collaborative leadership are not yet upheld in our cluster. School principals close to operate in their own rather than collaboratively.

From respondents view, interview and group discussion it can be said that the school cluster system approach has contributed to significant extent to enhance teachers' professional capacity to use student centered active learning method. However many participants of the study have also raised the limitations of the project as well as its implementation part.

4.3.3 Support Provided to Women Teachers

USAIDAED documents echoed and also City Administration Education officials confirmed that since 2004 a total of 364 female teachers were trained by USAID/AED in leadership. USAID/AED 2008 document reports that the Women teacher support component of the project has trained female teachers on different leadership and management topics. The document continues saying that because of the intervention the number of female teachers in leadership position rose from 65 to 95 in 2007 which is an increase in 46.15%.

During interview City education bureau officials noted that in terms of female teachers in leadership position, the number is far below than that of male teachers. Promotion to leadership positions like school principal, department head, key teachers, etc... is based on qualifications, years of teaching experience and performance appraisal record. Although

there is positive discrimination for females, the number of female teachers promoted remained slow.

USAID/AED/EQUIP II officials also commented the same and noted that to increase the chances of female teachers to be promoted, the project organized and delivered workshops on four courses and six modules on different leadership and management topics. They further noted that to pay attention to the problems of female students' gender committee were initiated and Girls Advisory Committee is formed in all schools. Gender clubs were given incentive fund to hold meetings and discuss their common problems.

Interviewed teachers also agreed that the intervention has played positively in addressing women teachers and promoting their status in leadership.

Participants of discussion also reflected the same view with what the document reports saying, although USAID/AED is certainly not the only technical and financial partner to address gender equality issue, its program has contributed to triggering a change of mentality and harmful traditional practices.

4.3.4 Material Development and Interactive Radio Instruction

Modules of self-instructional teacher's Kits for first and second cycle teachers and modules on socially relevant topics are developed and distributed to support in-service teachers. The following table shows self instructional materials distributed.

Table 8 Self Instructional Teacher Kits distributed

Type of Material	No.Distributed
1 st cycle self instructional teachers kits	5870
1 st cycle self instructional school kits	950
2 nd cycle self instructional teachers kits	779
Total	7599

Source: USAID/AED

USAID/AED documents report that self-instructional materials were distributed based on the number of schools. A total of 7599 kits were distributed for the first and second cycle. In addition to these kits grade 5-8 self instruction modules (6 modules) were also distributed.

Table 9 Grade 5-8 Self Instructional Teacher Kits distributed

Module 1	Active learning; a practical guide
Module 2	Sample active learning activities for grade 7-8
Module 3	Continuous assessment and how to use it
Module 4	Gender issue for second cycle teachers
Module 5	HIV/AIDS education; Activities for the classroom or school club
Module 6	Using group work and pair work with a large class

Source: USAID/AED

The student researcher observed in some clusters he visited and also clusters supervisors and city education bureau officials confirmed that the materials have reached to all cluster schools and are being used by teachers in planning lessons and conducting cluster and school based training. (Furthermore the materials are now part of the CPD portfolio of reading materials).

4.3.5 Education Radio Broadcast (IRI)

According to various documents Education Radio broadcast that started in the 1960s is for a long time one of the best programs in Africa, South of Sahara. However the interactive radio instruction was introduced by USAID as a pilot program and the subsequent USAIDAED/BESO II and BEP program expanded to include development of English language lessons. A total of 91 teachers (33 female) are trained on designing radio syllabus, writing lessons script, and producing teachers guide and 2 male teachers are trained on methodology integration. In addition 4 teachers (1 female) are trained as regional media program producers. To date, IRI program has continued to be aired for four lesson periods per week through Addis Ababa Education radio broadcast.

Respondents often mentioned that interactive radio instruction (IRI) is very much appreciated by the teachers and their students, and that the songs and the games used during the programs helped students learn. Many also mentioned that the listeners were not limited to the classroom. Rather, parents and out-of-school children were also interested in the programs. City Administration Education officials and some teachers unanimously acknowledged that the use of interactive radio instruction represented a major effort to enliven the classroom environment and to introduce the idea that teaching and learning should not be limited to approaches privileging teacher lectures. In that sense, a teacher praised IRI program saying it was certainly a valuable innovation.

According to some respondents weekly programs for teachers were not as popular and their broadcast on their only day off was not ideal. But some teachers and principals noted that was certainly a good attempt to provide motivated teachers with an opportunity to develop their skills and deepen their understanding of student-centered teaching methodologies. A teacher from March 8 school appreciate the use of some segments in a cassette format for the reinforcement circles which gives for the programs a second chance to reach a larger audience. He further said that indeed, the use of radio programs in broadcast as well as in a cassette format – should continue to be envisaged and even strengthened.

According to the City education bureau officials the capacity to produce such educational programs locally is well developed and, in the current context, the continuing use of these media can certainly contribute significantly to improving the quality of education.

4.4 Contributions Made to Enhance the Capacity of Leadership and Management

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

As it was discussed in the literature review chapter recent trends have brought the discussion of educational quality closer to the local level, emphasizing the role of schools, teachers, school leadership, community members, and students in defining and creating quality. Literature suggests that schools and teachers, in the context of a strong and comprehensive system of support and supervision; flexible policies; efficient

administration; and community involvement; should be emphasized in policies and programs intended to help improve educational quality (Adams et al. 1993).

Furthermore 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 communities to take increased responsibility for schools and empowering teachers and school leaders to take greater control of their practice and responsibility for their professional development (Ginsburg and Schubert 2001). The contributions made by USAID/AED to enhance the capacity of leadership and management to promote the quality of education are dealt hereafter.

USAID/ AED documents reports that USAID has supported the expansion of equitable quality basic education in Addis Ababa City since 2004 in collaboration with City Administration Education Bureau, sub-City Education Offices and schools. The Basic Education Strategic Objective (BESO I and II), the Basic Education Program (BEP), and most recently the Education Quality Improvement Program (EQUIP II) have focused on improving decentralized management, strengthening teaching and learning, introducing the use of information technology. Improving decentralized planning and management of primary education is ongoing intervention that has been implemented by the Academy for Educational Development (AED).

Table 10 Respondents view towards the contributions of USAID /AED in Addis Ababa

No	Item		Teachers		Education Officials		Total	
			No	%	No	%	No	%
1	School Principals were made to get better authority to lead their school	to large extent	21	44.7	10	41.7	31	43.7
		to some extent	16	34.0	9	37.5	25	35.2
		to very limited extent	8	17.0	4	16.7	12	16.9
		never	2	4.2	1	4.2	3	4.2
		Total	47	100	24	100	71	100
2	Community participation in school activities is enhanced	to large extent	20	42.6	11	45.8	31	43.7
		to some extent	14	29.8	5	20.8	19	26.8
		to very limited extent	10	21.3	6	25	16	22.5
		never	3	6.4	2	8.3	5	7.0
		Total	47	100	24	100	71	100
3	Planning, Management and Monitoring and Evaluation capacity of Education Officials is enhanced	to large extent	19	40.4	8	33.3	27	38.0
		to some extent	22	46.8	10	41.7	32	45.0
		to very limited extent	1	2.1	6	25	7	9.9
		never	5	10.6	–	–	5	7.0
		Total	47	100	24	100	71	100
4	All stakeholders are participating in decision making	to large extent	15	31.9	12	50	27	38.0
		to some extent	20	42.6	7	29.2	27	38.0
		to very limited extent	7	14.9	5	20.8	12	16.9
		never	5	10.6	–	–	5	7.0
		Total	47	100	24	100	71	100

As depicted in table 10 respondents were provided with four items to rate. For item 1, 44.7 percent of teachers and 41.7 percent of education officials responded school principals were made to get better authority to lead their school to large extent, while 34 percent of teachers and 37.5 percent of education officials rated to some extent. 4.2 percent teachers and education official rated never for item one.

For item 2, 42.6 percent of teachers and 45.8 percent of education officials rated community participation in school activities is enhanced to large extent. 29.8 percent of teachers and 20.8 percent of education officials rated to some extent. 21.3 percent of teachers and 25 percent of education officials rated to very limited extent and 6.4 percent of teachers and 8.3 percent of education officials rated never for item 2.

From all respondents 40.4 percent of teachers and 33.3 percent of education officials rated that planning management and monitoring and evaluation capacity of education officials is strengthened to large extent. 46.8 percent of teachers and 41.7 percent of education officials rated for item 3 to some extent. 2.1 percent of teachers and 25 percent of education officials responded to very limited extent and 5 percent of teachers rated never for item 3 of the table.

For item 4 of the above table 31.9 percent of teachers and 50 percent of education officials responded that the participation of all stake holders and school community in decision making is to large extent. 42.6 percent of teachers and 29.2 percent of education officials responded to some extent. What respondents said for items in table 11 reveals that the contribution made by USAID/AED to enabling principals to lead the teaching and learning activity targeting to enhance the quality of education is significant to some extent.

It is also evident that the involvement of community in school activities and stakeholders participation in decision making is enhanced to large extent, while planning and management and monitoring and evaluation capacity of education officials is enhanced to some extent.

4.4.1 Trainings of School Principals and Education Personnel

Table 11 School Principals and Education Personnel trained in constructive leadership method

School Principals			Education Personnel			Total		
M	F	T	M	F	T	M	F	T
129	24	153	126	9	135	255	33	288

Source: USAID/AED, 2008

Table 12 depicts that 153 school principals (24 Female) and 135 education personnel (9 female) were trained on constructive leadership method.

According to USAID/AED/EQUIPII Planning and management Component officials the support provided aims at making efficient use of the Education Management Information System, Planning and decision making support tools (PMIS, MMIS and Projection model). These tools enable decision makers and educational employees to make use of educational data collected from schools for planning and decision making purpose.

They further noted that the training provided and the software's developed and launched are believed to enhance capacity of education personnel to plan for short and long time as well as decision making.

4.4.2 Woreda Education and Training Board Capacity Building

Woreda Capacity Building focuses on strengthening the capacity of Woreda officers in priority areas of planning and management. One of the primary objectives of WCB is to enable sub-City Education Offices to produce adequate education plan documents

WCB training was intended to enhance education officers' capacity to use the skills gained from the training to produce better long term and annual education plans that reflect the realities and the resource capacities of their sub-Cities.

Table 12 Education officials and experts trained in WCB program

Year	Personnel trained			No of Sub-City
	M	F	T	
2003/4	84	14	98	10
2006/7	29	5	34	10
Total	113	19	132	10

Source: USAID/AED 2008

The above table indicates that a total of 132 education officials (19 female) from all sub-City education office were trained in WCB program of USAID/AED. According to USAID/AED documents the training focused mainly on planning, budgeting, monitoring, supervision and community participation in leadership for quality education in decentralized governance of education.

An interviewed education official reported that the WCB training has promoted their planning capacity but the number of trained personnel was below the required number. Many of trained personnel have left their jobs and in some sub-Cities you can not find WCB trained personnel. Those trained are applying the knowledge and skill the gained from the training.

Addis Ababa education bureau officials also confirmed this saying many WCB trained personnel were promoted or transferred to other job or have left their job. However, sub-Cities and even City bureau are using modules and manuals prepared by USAID as checklist for their annual planning and this has helped them to modernize their planning, specially SIP of the City.

4.4.3 Kebele Education and Training Board Capacity Building

The following table shows the number of participants on training provided by USAID/AED to capacitate KETB members on the role of community in school affairs.

Table 13 Participants of KETBs Capacity Building Training

Year	Participants			School Clusters
	M	F	T	
2004/05	36	9	45	11

Source: USAID/AED2008

Table 13 depicts that 36 male and 9 female a total of 45 Kebele Education and Training Board Members drawn from 11 School clusters participated in training of trainers (TOT) training provided at central level. According to USAID/AED/EQUIP II officials the training was intended to enhance the capacity of KETBs and PTAs so that they can understand their role in education activities of their localities. They also added saying the training was organized in a manner that it has cascading effect to reach more members of KETBs and schools. It is based upon cluster school system so that the boards of cluster schools will multiply to all satellite schools to insure its sustainability.

4.4.4 Training on using planning and management tools

Table 14 Participants of training on using planning and management tools effectively

Type of Training	No of Participants		
	M	F	T
PMIS	6	5	11
MMIS	2	1	3
Projection Model	56	10	66

Source: USAID/AED, 2008

The above table depicts that 11 education personnel (5female) selected from sub-City Education Offices and City Administration Education Bureau were trained on Personnel Management Information System (PMIS) and 3 personnel (1 female) from bureau were trained on Material Management Information System (MMIS). In addition a total of 66 education officials (10 female) drawn from all sub-Cities and City bureau were trained on projection Model.

The Personnel Management Information System (PMIS) is one of the key interventions for improving decentralized planning and management focusing on human resources management at the sub-City level. PMIS is computer software designed for entering, storing, and categorizing personnel data and producing a variety of needed reports on personnel. Since the sub-City now have the mandate to hire and assign teachers to schools within their jurisdiction, their personnel management needs are enormous, given the fact that teachers are the largest group of public employees in the City.

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.

During interview with Gullele sub-City education office expert he said that the training provided to effectively use planning tools was helpful. He further pointed that given the fact that sub-Cities now carry the responsibilities for hiring and placing teachers and other personnel these tools are very important. Therefore the software must be updated and in addition to this for many trained men are quitting their job, more men must be trained.

4.4 Problems Encountered

USAID/AED EQUIP II officials were asked about problems they confronted in the process of implementing the project's activities with different stakeholders. According to them, the problems the project faced for effective implementation of the project activities and achievement of the intended goals include:

1. Lack of capacity at lower government bodies and grass-roots level especially at school clusters level to manage schools effectively
2. High turnover of educational personnel, school principals and frequent change of authorities from sub-City to Kebele levels as a result of the restructuring process in the City that resulted in the losing trained school principals, staff development facilitators, core teachers and other education personnel who have participated in WCB and KETB and PTAs from their position after they have received the necessary training in use of planning tools.
- 3 Scattered spatial distribution of the supported cluster schools that has affected cluster and school based training and communication between the schools ;
- 4 Irregularities in coordination effort of USAID/AED activities in the City Administration, because no officer is assigned to Addis Ababa City Education Bureau
- 5 Shortage of instructional materials particularly student textbook that may have negative impact on the quality of education.

City Administration Education Bureau Officials, Woreda Cluster Resource Center and School Cluster Principals and Supervisors agreed on most of the problems raised by USAD/AED officials and they also added

1. lack of transport for Woreda Cluster Resource Center and School Cluster Centers Principals and Supervisors to give the necessary support for all cluster schools at required level,
2. less attention and participation of education personnel to cluster activity, lose of continuity of cluster professional development training programs,
3. reluctance of some KETB and PTA members to mobilize the community, being occupied by other commitments and over loading of Woreda cluster resource center principals that hinder them following up cluster schools effectively,
4. unavailability of refreshment trainings and continuous support to Woreda Cluster Resource Centers and School clusters to develop teachers professional competency,
5. inadequacy of the financial support provided for clusters by the project when compared to the problems of the schools in the current inflation condition in the country.

4.5 Lessons Learned

According to the data collected for the study the support provided by USAID/AED was promising to promote 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 are;

1. Providing teachers with professional trainings and introducing active learning teaching methodology
2. Sharing resources and exchanging experiences with other schools and clusters
3. Introduction of action research and using it to solve students' learning and family problems, girl students problems and general school learning-teaching problems as appropriate,

4. Strengthening school leadership and management and improving its participatory approach,
5. Community and stakeholders active participation in teaching learning activities and discussing on quality of education,
6. Promotion of use of planning tools (PMIS, MIS and Projection model and enhancing strategic planning capacity of education officials at various levels

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The previous chapter dealt with presentation of data, analysis, interpretation and discussion of the findings of the study. This final chapter of the study deals with the summary of major findings of the study, the conclusion and recommendations of the study

5.1 SUMMARY

The study sought to assess the contributions made by USAID/AED to promote the quality of primary education and enhance the capacity of educational leadership and management in Addis Ababa City Administration.

In particular the study sought to answer the following basic research questions

- 1 To what extent are the contributions made by USAID/AED to promote quality of education in primary education in Addis Ababa City Administration?
- 2 To what extent are the contributions made by USAID/AED to enhance the capacity of management and leadership in primary education in Addis Ababa?
- 3 What are the constraints encountered and lessons learned during the implementation of the project that was intended to promote quality and leadership in primary education in Addis Ababa City Administration?

A descriptive survey method was employed for the purpose of the study assuming that it helps to gather a large variety of data related to the interventions made by the project. Two Woreda Cluster Resource Centers and eleven school cluster centers in which the project operates were purposefully selected because this are the clusters where teachers, supervisors, principals and, WETB and KETB members trained by the project are found. To collect the necessary information the study employed questionnaire, interview, focus group discussion, relevant document consultation and personal observations.

A total of 78 copies of questionnaire were administered for teachers, cluster principals, cluster supervisors and City administration officials. Out of distributed questionnaire 71 copies (91%), 97% from teachers 80% from the rest samples were returned and found

useable. Interview was conducted with USAID/AED/EQUIP II officials and experts, City Administration Education, sub-City education officials, cluster principals and supervisors KETB members and teachers. In addition focus group discussion was held. Further more documents that are related with the study were dealt with.

The data obtained was analyzed using percentage. The analysis made support the following major findings.

5.1.1 The status of 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 not promising.

5.1.1.1 Teachers were not provided with appropriate professional trainings and Instructional materials to enhance their professional capacity.

5.1.1.2 There was no conducive opportunity for teachers to share experiences with in staff and neighboring schools and conduct action research

5.1.1.3 Teachers did not have adequate knowledge in Active learning methodology to apply student centered/active learning method and continuous assessment

5.1.1.4 Pedagogical support provided was inadequate to enable them to make optimum use of teaching materials and supervision support was limited.

5.1.1.5 Principals capacity to manage, supervise and improve teaching-learning activity of the school was to very limited extent

5.1.1.6 However there was community participation in providing material support its collaboration in school management and teaching- learning activities to promote quality of education was very limited.

5.1.1.7 Strategic Planning, management and monitoring capacity of education officials at various levels of the city Administration was not at the expected level modern.

5.1.2 Contributions made by USAID/AED to promote the quality of primary education in Addis Ababa City Administration

It can be said that USAID Primary education quality improvement projects implemented by AED were in line with the Education and Training Policy of Ethiopia. Because, the project gears to bring quality through improving teachers professional competency and improving leadership and management capacity at various level of the education system which is the emphasis area of the government.

5.1.2.1 USAID funded Project (BESO I&II, BEP) implemented by AED has established school cluster system in the City. Through the project funded cluster system two Woreda Cluster Resource Centers and 11 School Cluster Centers were established reaching a total of 51 Satellite schools. All Woreda and school cluster centers were equipped and furnished with materials/equipments and training resources. The program supports each cluster center with ETB 1750 annually to conduct trainings. However there is shortage of stationeries accessories for printing, photocopy, duplicating machine

5.1.2.2 A Total of 1667 teachers were trained as staff development facilitators and a total of 723 (260 female) Primary school teachers, school principals and education officers from all 10 sub-Cities have been trained on different topics that range from learner centered/active learning methods, continuous assessment, managing large class size, cluster management and school leadership. 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 conduct training at the needed level.

5.1.2.3 Peer tutoring and mentoring of newly hired teachers by experienced teachers in the respective schools is initiated by establishing study groups at school level. Here there is problem on experienced teachers; experienced teachers themselves are not well equipped with active learning methods and continuous assessment therefore the problem still persists.

- 5.1.2.4 According to the City Education Bureau officials the materials developed in the USAID Basic education period are now incorporated as part of the City Administration package for CPD of teachers and the cluster organization and management guide manual that the project developed has served as basis for the city Administration Education Bureau to develop revised manual for organizing and managing its schools in to clusters. To sustain the projects positive interventions the city Administration has included the cluster in service program in to its system.
- 5.1.2.5 To increase the chances of female teachers to be promoted, the project organized and delivered workshops on four courses and six modules on different leadership and management topics. To pay attention to the problems of female students' gender committee were initiated and Girls Advisory Committee is formed in all schools. Gender clubs were given incentive fund to hold meetings and discuss their common problems.
- 5.1.2.6 Modules of self-instructional teacher's Kits for first and second cycle teachers and modules on socially relevant topics are developed and distributed to support in-service teachers.
- 5.1.2.7 Interactive radio instruction was introduced and expanded to include development of English language lessons. A total of 91 teachers (33 female) are trained on designing radio syllabus, writing lessons script, and producing teachers guide and 2 male teachers are trained on methodology integration. In addition 4 teachers (1 female) are trained as regional media program producers.
- 5.1.2.8 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 and many of those on job are not trained.

5.1.2.9 Introduction of producing teaching materials from locally available materials is sited as important contribution of USAID/AED but teachers do not always make an optimum use of the materials persists.

5.1.3 Contribution of USAID/AED in promoting the Capacity of Leadership and Management

5.1.3.1 To enhance the capacity of leadership and management 198 education officials (45 female) and 244 school principals (37 female) have participated in an integrated leadership training provided along with 381 teachers (178 female). In addition 153 school principals (24 Female) and 135 education personnel (9 female) were trained on constructive leadership method

5.1.3.2 A total of 132 education officials (19 female) from all sub-City education office were trained in WCB program of USAID/AED. The training focused mainly on planning, budgeting, monitoring, supervision and community participation in leadership for quality education in decentralized governance of education.

5.1.3.3 A total of 45 (36 male and 9 female) Kebele Education and Training Board Members drawn from 11 School clusters participated in training of trainers (TOT) which is intended to enhance the capacity of KETBs and PTAs so that they can understand their role and actively engage in education activities of their localities.

5.1.3.4 WCB and KETB training programs were conducted to enhance planning, budgeting, monitoring, supervision and community participation in leadership for quality education in decentralized governance of education and also to make decision-making culture based on a systematic participatory process, which involves various education stakeholders from the school and community level.

5.1.3.5 Training was conducted to improve efficient use of Management Information System (PMIS, MIS and Projection Model) 11 education personnel (5 female) selected from sub-City Education Offices and City Administration Education Bureau were trained on Personnel Management Information System (PMIS) and

3 personnel (1 female) from bureau were trained on Material Management Information System (MMIS). In addition a total of 66 education officials (10 female) drawn from all sub-Cities and City bureau were trained on projection Model.

5.1.4 Problems encountered

Lack of capacity of local authority especially KETBs and PTAs and their frequent evaluation transfer or dismissal because of the on going restructuring (BPR) after they have received training, the inadequate fund provided to cluster schools, lack of transport facility for Woreda Cluster Resource Center and School Cluster Resource Center Principals and Supervisors to give support for teachers and high turnover of trained personnel were the major mentioned drawbacks hindered the effective implementation of the project.

5.2 CONCLUSIONS

Based on the findings of the study the following conclusion was drawn

- 5.2.1 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.
- 5.2.2 Pedagogical support and supervision capacity has been strengthened at Woreda Cluster and School Cluster level, but there continue to be important barriers to implementation.
- 5.2.3 Radio was used in innovative ways and interactive radio instruction (IRI) was appreciated by teachers and officials as impressive contribution of USAID.
- 5.2.4 Teaching materials were cited as one of USAID's contributions. Materials were of good quality and pedagogical approaches were appropriate for teachers with requisite skills.
- 5.2.5 Teachers do not always make an optimum use of the materials and shortages of textbooks persist, particularly at upper grades.
- 5.2.6 At the local levels, work with KETB, PTA and other elements of civil society has reinforced concepts of transparency in the decision-making process.
- 5.2.7 Planning capacity at various levels of the city education system is enhanced; further decentralization would be very positive stepping stone.
- 5.2.8 Training in management information system (MIS) has enhanced the strategic planning and decision making capacity.

5.3 RECOMMENDATIONS

The study revealed a number of constraints and problems that demand the attention of USAID/AED decision makers, City administration Education Bureau, sub City and Cluster School levels. Based on the study the following issues and problems are recommended to be addressed to make the intervention of the project and other similar interventions effective.

1. USAID/AED has succeeded in achieving its strategic objectives to some extent and supplementing the effort of the government in promoting the quality of education. The initiative of the project to work with local government and community strengthening and empowering the local actors to implement and manage the project activities can be considered as significant input. Therefore other concerned bodies should adopt the practice for similar intervention in the education sector.
2. Almost all respondents complained the financial support provided to cluster schools to run trainings is insignificant in relation to the duties and responsibilities of clusters and existing inflation. Therefore the project should increase the financial support it provides to clusters if it intended to bear the good fruit of its intervention. Besides it would be wise for the project to allocate the financial support based on the need assessment made on pressing educational problems and specific situation of the school cluster. Then the financial support could be allocated by categorizing clusters having similar problems instead of treating all equal.
3. USAID/AED has conducted various trainings that intended to promote teachers profession competency, enhance the support provided by supervisors school principal plays critical role in promoting education quality. Principal must lead the whole school community to common vision and goal, education quality. However most of the recently appointed school cluster principals are not trained. Therefore, there should be arrangements to train the new appointee and also there should be reinforcement training for all cluster principals.
4. The introduction of pedagogical innovations in the classroom requires close and intensive support and supervision. Those responsible for the function must have time and resource to perform these duties. The success of innovation depends not only on the

support provided by supervisors but also on hierarchical authorities at City, sub City and kebele levels who have the power to distribute rewards or sanctions to the teacher. As long as neither training nor performance has an impact on career advancement ladder, teacher motivation will remain constraint to the promotion of education quality

5. A school community relation, the heart of the educational system is the school and interventions should target as a priority students, teachers, school principals and community. School principals have a key role to play in the delivery of quality education. Consequently they should be trained and motivated to play this role in close collaboration with partners and teachers
6. A City Education Bureau should assign capable and responsible personnel (coordinators, supervisors, principals) for organizing and managing in-service and leadership programs and ensure adequate monitoring supervision and support of the school cluster and woreda cluster resource center.
7. Planning tools MIS, PMIS and projection model soft wares developed by AED 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 strengthened knowledge and skill of the planners and managers. However there is high turnover of trained personnel due to resignation, reshuffling, promotion or transfer. Therefore there should be trainings for the newly assigned personnel for the continuation of the implementation of the planning and management tools.
- 8 USAID/AED should give more coverage on how to plan for improving the quality of primary education incorporating the elements of School Improvement Program (SIP) and Teacher Development Program (TDP) and other initiatives of GEQIP. It should also consider the establishment of linkage of the training to the recent BPR practices of the City Administration.

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IEQ Web Site: <http://www.ieq.org/projover.html>

IEQ Project Overview

Improving Educational Quality

IEQ in Malawi

<http://www.ieq.org/malawi.html>

Web Site: CDIE.org – resourced USAID Country Strategy for Ethiopia

Web Site: <http://www.dec.org> (resourced USAID Ethiopia Annual Report FY2003)

APPENDIX I

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**QUESTIONNAIRE TO BE FILLED BY ADDIS ABABA CITY
ADMINISTRATION EDUCATION OFFICIALS, SCHOOL
PRINCIPALS, CLUSTER SUPERVISORS AND TEACHERS**

The purpose of this questionnaire is to collect information on contributions made by USAID to promote quality of primary education in Addis Ababa City Administration. Your cooperation in filling the questionnaire contributes to make the study more informative, objective and useful. So, I kindly request you to take few minutes to fill the questionnaire and be objective and complete in your answers.

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

Thank you for your cooperation!

DIRECTION

Please make a check mark (X) in the space provided for questions given in the multiple-choice form in Part I and Circle your choice for Part II and Part III Questionnaires.

PART I

A. GENERAL INFORMATION

1. Name of your organization _____
2. Education department
 - a. City administration Education bureau
 - b. Sub city Education bureau
 - c. Woreda Cluster Resource Center
 - d. Kebele Education office
 - e. School cluster

B. BIOGRAPHIC INFORMATION

3. Sex

- a. Male
- b. Female

4. Age

- a. 20-30 b 31-40 c.41-50 d. 50 and above

5. Marital status

- A, Married b. Single c. Divorced

6. Current Job (Occupation)

- a. Education official b. School Principal c. Cluster supervisor Teacher

7. Service year

7.1 At your present job

- a. 6-10years b. 11-15 years c. 16-20years d. 21-25 years e. over 26 years

8. Current educational status

- a. Degree b Dpiloma (12+2) c. 12+TTI d.10+TTI

PART II. The Status of Teachers professional Development before the intervention of the project

The following questions request your view towards professional support provided to teachers before the intervention of USAID/AED in Addis Ababa City Administration. Please rate them and circle your choice.

Before the intervention of USAID/AED

1. Teachers were provided with professional trainings and Instructional materials
 1. To large extent
 2. To some extent
 - 3.To very limited extent
 4. Never
2. Teachers share experiences with in staff and neighboring schools and conduct action research
 1. To large extent
 2. To some extent
 - 3.To very limited extent
 4. Never
3. Teachers have adequate knowledge on Active learning method
 1. To large extent
 2. To some extent
 - 3.To very limited extent
 4. Never
4. Teachers participate in school management and decision making
 1. To large extent
 2. To some extent
 - 3.To very limited extent
 4. Never
5. Pedagogical support provided & supervision capacity was adequate
 1. To large extent
 2. To some extent
 - 3.To very limited extent
 4. Never

6. Supervision capacity was adequate

1. To large extent 2. To some extent 3. To very limited extent 4. Never

PART II. Condition of Leadership Capacity before the Intervention of USAID/AED

Before the intervention of USAID/AED

1. Principals were capacitated to manage, supervise and improve teaching-learning activity of the school

1. To large extent 2. To some extent 3. To very limited extent 4. Never

2. Community collaborates in school management and teaching- learning activities.

1. To large extent 2. To some extent 3. To very limited extent 4. Never

3. Planning, management & monitoring capacity of education officials was adequate at various levels of the city Administration.

1. To large extent 2. To some extent 3. To very limited extent 4. Never

PART III. Contribution of the project to promote quality

The following questions request your view on contributions of USAID/AED projects in Addis Ababa City Administration. Please rate them and circle your choice.

After the intervention of USAID/AED

1. Teachers were provided with professional trainings and Instructional materials

1. To large extent 2. To some extent 3. To very limited extent 4. Never

2. Teachers share experiences with in staff and neighboring schools and conduct active research

1. To large extent 2. To some extent 3. To very limited extent 4. Never

3. Teachers have adequate knowledge on Active learning method

1. To large extent 2. To some extent 3. To very limited extent 4. Never

4. Teachers participate in school management and decision making

1. To large extent 2. To some extent 3. To very limited extent 4. Never

5. Pedagogical support provided was adequate

1. To large extent 2. To some extent 3. To very limited extent 4. Never

6. Supervision capacity was adequate

1. To large extent 2. To some extent 3. To very limited extent 4. Never

**PART III. Respondents view towards the contributions of USAID /AED
in enhancing leadership and management capacity Addis Ababa**

Rate your view towards contributions of USADI/AED in enhancing leadership capacity

1. School Principals were made to get better authority to lead their school

1. To large extent 2. To some extent 3.To very limited extent 4. Never

2. Community participation in school activities is enhanced

1. To large extent 2. To some extent 3.To very limited extent 4. Never

3. Planning, Management and Monitoring and Evaluation capacity of Education Officials is enhanced

1. To large extent 2. To some extent 3.To very limited extent 4. Never

4. All stakeholders are participating in decision making

1. To large extent 2. To some extent 3.To very limited extent 4. Never

**Interview guide for education bureau heads, School principals, Cluster supervisors,
Teachers and KETB**

1. What factors do you think promote the quality of education?
2. In your view what are the contributions of USAID funded projects?
3. Do you think USAID projects have addressed Teachers Professional problems?
To what extent?
4. What were your expectations of the USAID/AED funded project?
5. In what ways were your expectations met or not met?
6. What unexpected aspects or gains did you see from the project?
7. What are the conditions or factors that made it possible for those gains?
8. How might you maximize such benefits in future CPD activities?
9. In your opinion would say the USAID/AED intervention has brought change in
teaching quality?

Focus group discussion guide

1. What are your views in better learning achievement?
2. What do you think are the contributions of USAID/AED to enhance education quality?
3. How has the introduction of school cluster changed teaching learning method?
4. How has USAID intervention enhanced community participation in school affairs?
5. How has USAID funded projects improved teacher quality?
6. How has USAID funded projects improved school management capacity?
7. Are Woreda Cluster Resource Center, School Cluster and Satellite School actively participating in CPD?