

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATION RESEARCH**

**OPPORTUNITIES AND CHALLENGES OF CLUSTER  
SCHOOL PROGRAM IN ADDIS ABABA**

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**OPPORTUNITIES AND CHALLENGES OF CLUSTER  
SCHOOL PROGRAM IN ADDIS ABABA**

**BY: MULUEMEBT TILAHUN**

**A Thesis Submitted to the School of Graduates Studies of Addis Ababa  
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**Addis Ababa**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATIONAL RESEARCH**

**Opportunities and Challenges of Cluster School Program in  
Addis Ababa**

**Muluembet Tilahun**

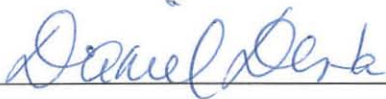
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## **Acronyms**

AACAEB =	Addis Ababa City Administration Education Bureau
AREB =	Amhara Regional Education Bureau
BESO =	Basic Education Overhaul
CPD =	Continuous Professional Development
CRC =	Cluster Resource Center
ESDP =	Education Sector Development Program
FFS =	Farmer Field school
ITPOD =	In-service Teacher Professional development
MOE =	Ministry of Education
NGO =	Non Government Organization
PDL =	Professional development Laboratory
REB =	Regional Education Bureau
SCED =	Sub-city Education Department
SFS =	Student Field School
SITPD =	School In-service teacher Professional development
SNNPR =	Southern Nations Nationalists Peoples Region
TDMS =	Teacher development and Management System
TEI =	Teacher Education Institute
TTI =	Teacher Training Institutes
USAID =	United States Agency for International Development
UNICEF =	United Nations International Children's Emergence Fund
WEO =	Woreda Education Office
ZED =	Zone Education department

## **Abstract**

*In this study an attempt was made to study the opportunities and challenges of cluster school program in Addis Ababa City Administration. To this end, the research was conducted using both quantitative and qualitative data gathering techniques. The subjects of the study were 138 teachers and 26 key teachers and directors identified from purposefully selected primary schools. Besides Education officials from different educational levels were involved in the study. The organized data form these sources were analyzed and interpreted using mean average mean and t-test to compare responses.*

*Nevertheless, as it is indicated in the data, the implementation of SCP in the study area was not as it was intended to be. However, the major factors that hinder the implementation were shortage of budge, insufficiency of time, poor planning and management high work load, low initiation on the part of education officials, directors, collaborators and alleviation of teachers from the planning and management of school cluster programme.*

*Establishing clear and work able guideline creating strong partnership between school cluster program and key stake holders, conducting discussion forums and monitoring and evaluation on continuous basis were recommended for possible intervention of the program.*

# CHAPTER ONE

## INTRODUCTION

This chapter covers the back ground of the study, statement of the problem, significance, delimitation and limitation of the study. It also consists of description of the study area, definition of terms and organization of the study.

### 1.1 Background of the Study

Education is a conscious and well planned process that creates a learning environment for acquiring skill knowledge and there by bring about the desired attitudinal change.

In many of the underdeveloped countries, priority has been given to primary education by focusing on issues that could ensure equity and quality of education for the socio economic growth of a country. Primary education does not only provide the building blocks for sustained economic growth and social stability, but also an antidote to the illiteracy and ignorance that weakens individuals and nations.

Currently the world is swiftly in a state of change. Changes in science and technology necessitate changes in the contents, materials and the teaching-learning process. Thus, in a situation of such rapid social and global change, what worked in the past may no longer prepare students for their future. USAID (2004:1) illustrated that several elements have created the environment for change to value and support teachers' ongoing professional development due to:

- A- widespread curriculum reforms that emphasize on active learning and the accompanying of rapid and effective teacher change;
- B- Growing realization on the central role of teachers' quality which helps improve the overall educational quality;

- C- Career- long professional development which is now viewed as a necessity to improve teachers quality and hence educational quality;
- D- Rapid expansion of students' enrollment requiring much larger number of teachers and the necessity of finding ways to support relatively under qualified teachers;
- E- Declining quality of education, as a consequence of rapidly expanding number of students in the absence of sufficient resources; and
- F- Willingness on the part of governments and donors to invest in teachers' quality

In justifying the reason behind upholding school- based cluster education, (Leu, 2004:1) noted that the argument of changing the structure and location of in-service programs is driven by the quality of teachers within the context of rapid expansion of enrollment which is accompanied by fundamental paradigm shift in approaches to active learning and more decentralized form of authority, activity and agency.

In this connection, School clustering recently regarded as one promising approaches of teacher professional development. Mac-Neil (2004:10) school and cluster based teacher professional development programs have proliferated in recent years in Asia, Africa and Latin America and featured prominently in the Nueva Unitaria in Guatemala. Similarly, Craft (2000: 10) signified school clustering as one of the methods of teacher professional development by stating as follows:

*There is a wide range of professional learning methods as action research, using distance learning materials, peer net works...school cluster projects involving collaboration, development and sharing of experiences/skills.*

Dean and Martin in Assefa (2003:3) recognized the main motives for school clustering regardless of the contextual differences across the world and their purposes are listed as follows:

1. To disseminate new curriculum and incite creativity at local or school level:
2. To utilize scarce resources efficiently by sharing the resources and experiences among and in between school clusters:
3. To improve teaching and management skills thereby raise professional development and quality of teaching and learning process; and
4. To compare performance of schools and achievements of students within and outside the member of the cluster so as to develop creative and competitive culture.

Realizing the above facts, the 1994 National Education and Training Policy has recognized the importance of continued professional development of teachers to have the necessary qualification and competence. Nardos (1999: 21) mentioned that change and organization of the curriculum which the New Education and Training Policy require necessitates new in-service training packages for teachers at different levels particularly geared to up grading the existing teachers with the necessary skills.

There are a number of reforms implemented to improve educational quality as integrated curriculum in lower grades, self contained class rooms, teaching and learning based on active learning, and student centered approaches and modern approach to classroom management that would be successful if the role of teachers is taken in to consideration. (ibid)

In Ethiopia the idea of school clustering has come in to focus in recent years with the assistance of the USAID/BESO project and UNICEF Ethiopia. (Asefa 2003:5) stated that, UNICEF introduced the concept of cluster-based training program in primary schools into our country in 1993. Organizations like basic education system for overhaul (BESO) are also contributing their part in an effort of making the educational program a reality. At the beginning BESO backed this educational program in five regions namely in Southern Nation

Nationalities Peoples Region (SNNPR), Harari, Oromiya, Amhara, and Tigray regions.

In line with this, the Education and Training Policy and its Implementation (2003:51) mentioned that regions like Tigray, Southern region; Harare and Diredawa are on experimental levels of clustering schools. Encouraging results have already been obtained and the experience is now being duplicated in all the regions of the country and has been given a nation wide content.

Previously decentralized schools or cluster-based teacher professional development was not favoured by either the ministry or regional education bureaus because they had along tradition of centralized expert driven teacher development programs. As a result, they did not believe teachers themselves could, with supporting materials, upgrade their own professional development <http://www>.

Through a year of discussions about the possibilities related to localized teacher development, the two regions in which the project worked- Tigray and SNNPR agreed to try out cluster-based programs through small-scale pilot programs (ibid).

Similarly, Rumble (2003;15) mentioned that from September 2003 staff of the teacher training institutions has been started to deliver continuous professional development (CPD )to teachers in cluster resource centers through an out reach program with an intention to develop key teachers to deliver trainings.

As it was reported by the Vice head and experts of Addis Ababa City Government of Education Bureau (AACAEB), Cluster educational program has taken ground here in Addis Ababa since 2001 and has widely spread all across the city administration. The program contributed a lot to the enhancement of the teaching-learning process by alleviating many of the problems of schools such as problems associated with logistics, finance, training etc.

Despite the fact that school clustering has been attracting more participants, finance, administrative and academic constraints have still remained unresolved and challenging. A number of administrative problems have been reported both by participants and program organizers of SCP. Thus, the purpose of this study was to assess opportunities and challenges of SCP during the implementation of the program and the approaches that should be pursued in overcoming the problems.

## **1.2 Statements to the Problem**

It is believed that quality is at the heart of education and currently teachers' quality seen as one of the most important factors that creates good quality of education for students.

At present, many countries are turning to school based and cluster professional development programs as the primary means of professional support for updating and upgrading members of the existing teaching force. (Hibert in Leu 2004;6) stated that there is a growing consensus that professional development yields the best results when it is long term, school and cluster based actively involving all teachers focused on students learning and linked to the curriculum.

At various educational level, the new educational policy and the strategy gives due attention to primary education not merely by expanding schools but also by providing quality education service during the implementation phase of the policy.

Cognizant of the above fact MOE (2002.51) indicated that great effort has been undertaken to establish cluster centers where teacher can receive short term trainings on modern, approaches such as student-centered approach that replaces the old teacher centered approach.

The program is contributing a lot to the enhance of the teaching learning process by alleviation many of the problems of schools such as problems

associated with logistics, fiancé, training, etc. However, from the practical point of view, the researcher has come across the following limitations, in that directors are heavily loaded with various tasks such as organizing trainings and thus they could not effectively discharge their responsibilities in relation to the program, problems of coordination are highly apparent, limitation in logistics and finance are steal apparent in many of the schools which have been involved in this program and frequent change of teachers and directors are also retarding the program.

There fore, the main reasons for assessing the opportunities and challenges of cluster school program in Addis Ababa are:

- Since the program is started recently and considered as an alternative approach to deliver continuous professional development, it is important to evaluate for its effective implementation.
- Though, it has limitations, school clustering program plays immense role in promoting the teaching learning process.

Thus, the main purpose of this study was to asses the disparity between what ought to be and what exists in reality.

In order to address the problem, the study was guided by the following basic questions.

1. How are cluster education program planned, organized and managed?
  - a. Are they planned in accordance with systematically identified needs?
  - b. How are educational cluster programs organized?
2. Is there cluster education program school climate?
3. What are the attitudes of educational managers, principals and teachers toward cluster education program?

4. What results are achieved in schools since the introduction of cluster education program?
5. What the challenges that influence cluster education programs?

### **General Objectives**

The general objective of this study is to:

1. Assess the problems of implementing cluster program in primary schools of Addis Ababa in terms of logistics and capacity of teachers;
2. Identify strengths of cluster educational program in promoting the teaching learning process.

Therefore, the specific objectives of the study were

- Look at the ways of planning, organizing and managing cluster program at cluster\school level;
- Assess the benefits of cluster program in promoting the teaching learning process in school;
- Look at possible ways of making cluster educational program self driven and hence sustainable;
- Assess the attitude of teachers and principals towards cluster program; and
- Identify the problems for the effective implementation of cluster program

### **1.3. Significance of the Study**

The findings of this study will be used as feed back at city or national level, so that they may revisit the program in a way that helps promote the educational program. It May also add current and fresh bits of information to the already

existing literature and helps as an additional reference material for beginning readers in the field.

#### **1.4. Delimitation of the Study**

The study was aimed at assessing the problems and prospective in the implementation of cluster school program in detail. Thus, to make the study manageable the study was delimited only to Addis Ketema sub city. All the schools of the sub city are implementing the program, of which only two cluster resource centers were included in the study.

#### **1.5 Description of the Study Area**

Adds Ababa is the capital city of the Federal Government that lies in the center of the country. It is the commercial, political center; home of about 3 million people; a seat of African Union and different international and regional organizations. Administratively it has ten sub cities and 100 kebeles. According to Federal Negarit Gazeta (2003:2341) mentioned that with out prejudice to the existing one, the boundary of the city shall be delimited by an agreement to be made between the city Government and Oromia Regional Government or pursuant to the decision of the Federal Government.

#### **1.6 Limitation of the Study**

One constraint of the study was lack of the related literature due to the newness of the concept of school clustering. It was also intended to collect information from UNICEF and BESO coordinators. Unfortunately it was a problem of getting them in their office, only BESO coordinators were willing to provide information. Moreover, the data were also collected last year, but was not completed as it was scheduled due to personal problem of the researcher so there may be slight changes of information on some issues of the study.

## 1.7 Definitions of Operational Terms

**Cluster resources center:** is the focal point for contact and coordination between the schools in the cluster.

**Continuous professional development;** the systematic maintenance , improvement and broadening of knowledge and skills and the development of personal qualities necessary for the execution of professional and technical duties through out the practitioners working life ( Clyne, 1995: 15 ).

**Cluster based in-service teacher professional development;** any training located at cluster center and indicated any kind of training, workshop, experience exchange by both external and internal experts and teachers (Sims, 1993:90).

**In-service teacher training:** It is an effort to promote teachers while on the job by means of giving different opportunities (Good, 1973:120).

**Primary school:** According to the Ethiopian education and training policy it is a school that enrolls students from grade 1 to grade 8 (MOE, 2003:15).

**Professional development:** - once a person has fulfilled the entry requirements for a profession, in order to be an effective practitioner, the profession must keep a breast of new development in his field (Alex main, 1985:120)

**Program:** is a series of planned activities with broader scope than a project (Magen, 1994:15).

**Region, sub city, Keble:** Are administrative levels of the present Ethiopian government.

**Resource:** possession in the form of wealth and goods that help on to do what one wants.

**Key teachers:** experienced and creative teachers are recruited and trained to serve in cluster recourse center as facilitator (manage training) (CIES, 2005:25).

## **CHAPTER TWO**

### **2. REVIEW OF THE RELATED LITERATURE**

This chapter discusses an over view of cluster schools pertaining to its definition, objectives, types, models, benefits, in-service professional development and countries' experiences are examined. Finally the prevailing situation of cluster schools in Ethiopia is highlighted.

#### **2.1 Definition of School Cluster**

Writers in the field of education defined school clustering in different ways. Dykstra and Kucita (1997; 4) defined school cluster as a group of six to nine primary schools in the same vicinity for administrative and educational purposes to bring about educational quality with in the cluster.

Researchers and scholars underlined cluster approach as teacher 'communities of learning' or 'teacher net works' (Lieberman and Grolinic, 1996 Fullan, 2001, Adams, 2000).

Lieberman and Gronlinck in Ndlalane (2006: 32) explained that though there is no single definition of cluster or net works how ever the most common characteristics of clusters is sharing content knowledge, reflecting teaching experiences, giving feed back, collaboration and negotiation among each others.

Different countries also use various terminologies to describe school clustering. USAID (2004:1) stated that in Bolivia, Costa Rica, Nicaragua and Peru such groups have been called nucleolus where as in India they have been called complexes and in Mozambique they are known as zonal de influence pedagogic while Myanmar, Sirlanka and Thailand they have been called cluster.

#### **2.2 Over View of School Clustering**

Looking at the historical back ground of school clustering one can trace back its emergence in the late sixteenth. Defeater (2002:2) states that cluster

approach has been started in the United Kingdom and United States of America since the seventies and has recently become popular in the other countries such as Swaziland, Botswana and Namibia.

Further, it was seen and described as an environment created by peers collaborating with strong professional relationships among teachers in sharing ideas, acknowledging difficulties and solving problems encountered in their class rooms. *ibid*

On the other hand, Linda in Aseffa (2003: 20) mentioned that writers in the field of education have stressed the emergence of school cluster activities in the twenties century and was pioneered in England where small rural and urban schools have sought to enhance their educational provision and over come these challenges.

Hence, one can realize that school clustering is not a new area of education introduced recently, rather adopted in the past in the western system of education given a range of purposes which they are established.

### **2.3 Implementation of School Clustering**

As one would expect the implementation of cluster school system, various considerable forms from country to country. USAID (2004:2) emphasized that cluster models, contents as well as individuals operating system evolved over time. Hence, in some settings it had administrative purposes with in the government hierarchy and has little to do with community partnership while in others, it serves as vehicle for school community collaboration.

Fore instance, countries such as Botswana, Belize, Gambia and Tanzania have not formalized the cluster structure as such, but have teacher resource centers which serve the schools in the neighborhood. Where as, in Mozambique clusters have been used for in service teacher training, and as a mechanism for enhanced inspection and supervision of teachers. (*ibid*)

Cluster schools are viewed as a better way of implementing policies of the education system in a group of schools where teacher development may not be a priority rather to improve the quality of teaching in the classroom (Guskey 1996; 20 Ndlalane, 2006:6).

In the western countries where teachers are well qualified to teach the subject better, but meet in teacher net works or cluster for the sake of improving, expanding or polishing their knowledge and skills of teaching Ndalane, (2006:32).

USAID (2004:7) mentioned that there are also cases in which the implementations of cluster schemes have not been sustained. For instance, Peru and Costa Rica launched the program in the 1970s but did not survive the early 1980s. Similarly, cluster models in Srilanka were not functioning in the late 1980s.

Hence, there are cases in which school cluster approach may not be sustainable, rather serves a particular purpose at particular period when conditions have brought new needs and emphases.

#### **2.4. Objectives of School Cluster**

According to Dykstra and pawn (2000: 4) cluster school has the following four main objectives:

1. Economic objective; sharing facilities and staff and bulk ordering of materials such as stationary, chalk and other supplies for the cluster.
2. Pedagogic objective; equalizing student access to teacher specialists and resources, in-service training and mutual sharing of the experiences among the teachers.
3. Administrative objectives; improving administration at all levels through simplifying paper work, authorization procedures and communication

process by working through the cluster heads for micro planning personnel management and resource mobilization.

4. School community objectives; community participation in localizing curriculum, monitoring school services and mobilizing children to enroll at the correct age.

## **2.5 Types of School Clustering**

There are different types of school clustering that have been developed and implemented in different countries to promote and support teachers' professional development. Guskey in Ndjalane (2006:33-34) identified six types of school clustering on the basis of their formation, mode of operation, their consequences on teachers' knowledge and class room practices. These include:

- 1. Formal hierarchical top down cluster:** led by a senior person with in the developmental structures and in most cases fails to engage teachers in addressing content knowledge and pedagogical content knowledge hence focuses on policy and administrative issues.
- 2. Expert or doner driven cluster:** often driven by an outsider expert, imposes its strategies and practices on the teachers and fails to consider the content knowledge, pedagogical knowledge that brings to the teacher development program. Moreover, it can be formal, informal and participation is voluntary.
- 3. Informal community driven cluster:** a bottom up structure initiated by teachers themselves to improve their content knowledge and pedagogical content knowledge in which the context of meeting is collaborative and reflecting on their classroom practices.
- 4. Informal subject based cluster:** a school based type that focuses on the specific subject with in the school linked to school improvement policies and subject policies.

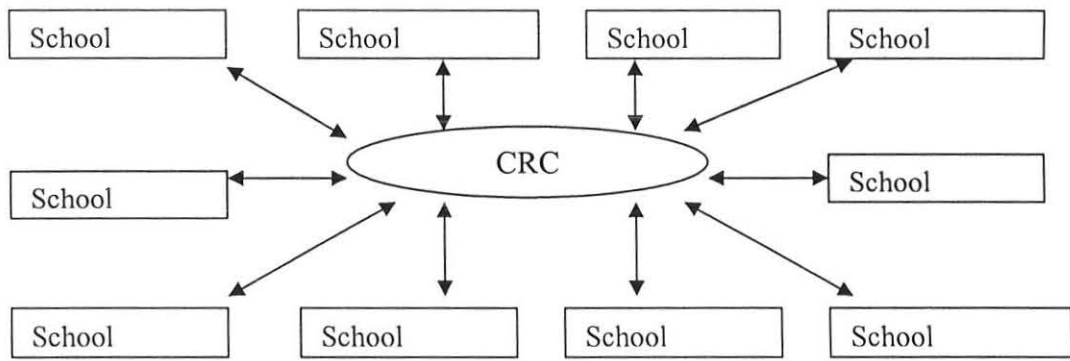
5. **Informal Radical issue driven cluster:** usually more concerned with radical and open ended issues of education that affect teachers and on issues that are generic and not specifically focusing on the complexities of content knowledge and how it is taught in the class room.
6. **Informal collaborative subject based cluster:** is very informal and the participation is voluntary that concern interest group.

## 2.6 Cluster Models

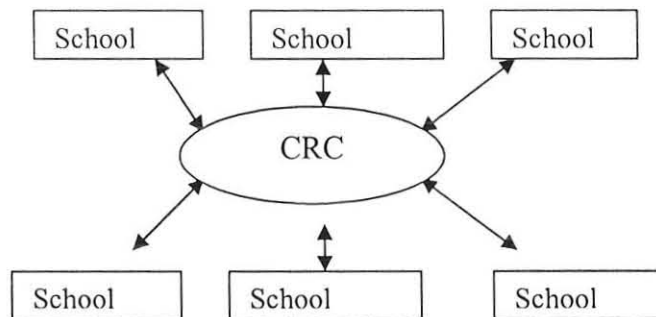
There are different types of cluster models that have been developed and implemented in different countries to promote and support teacher's professional development. Aster and et al (2001: 9-10) stated the models of school cluster as follows:

1. **Vertical structure:** represents a number of satellite schools that are linked and supported to geographically centered, better facilitated and experienced personnel of resource school. The resource center staffs provide additional support to satellite schools teachers with out any reward; too bounded and conceived as the mini TTI to provide low cost training.
2. **Horizontal structure:** promotes equality among schools that encourages the sharing of ideas whether resources available or not with in the cluster. However, shortage of equipped facilities is its disadvantage.
3. **Hybrid structure:** is the combination of the vertical and horizontal model structures that promote communication among cluster resource centers and satellite schools.

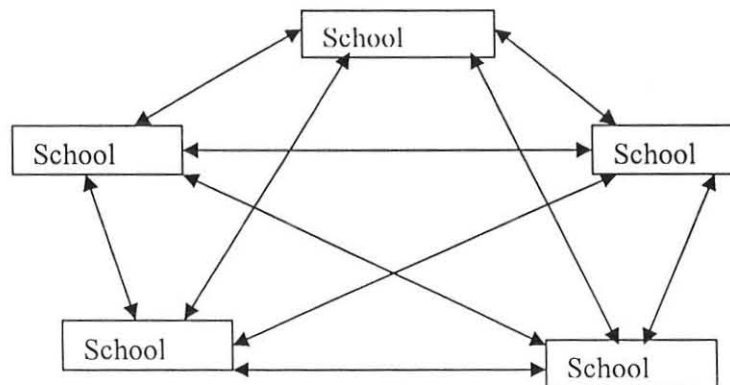
### Vertical Structure



### Horizontal structure



### Hybrid Structure



Source: Aster and et al 2001

Accordingly, MOE (2000) and AED (2005:5-6) also identified five models of school clustering; Cluster Schools with in 8 k.m, Teacher Education Institute, out Reach, High school and Self Study models.

## **2.7 Benefits of School Clustering**

School clusters serve as an approach for teaching and learning component and offer school principals, teachers and community members a valuable opportunity to fully engage in activities and strengthen their professional identity through active and participatory learning. Regarding the benefits of school cluster for teaching learning (Ditimar and et al 2000; 11) mentioned as follows:

1. Teachers could discuss and interpret syllabuses together and draw up common schemes of work that raises standards by encouraging them to keep in step with other schools in the group.
2. Test papers are set, typed, duplicated, assessed and moderated as a group effort so as to set better papers with broader range of questions.
3. All students in the cluster could be exposed to similar levels of testing hence higher standards and greater equity achieved between schools.
4. Principals and teachers meet with in committees and learn from each other, sharing experiences and ideas, assisting each other with problems consulting and co-operating at all levels.
5. Teacher moral and confidence are boosted and their skills are developed as they work together to improve their teaching efforts with in a supportive context
6. School visits from teachers or principals from within the cluster create a culture of sharing and mutual support.
7. Good teaching practices and teaching resources at schools are shared with other schools in the cluster.
8. Advisory teachers can channel their inputs more effectively through cluster based subject groups to reach all teachers with in a given cluster.

Moreover, School clustering can have also a variety of functions; for training, management application, empowerment, allocation, community involvement planning and as a frame works for other programs (Ditimar and et al, 2000; 12)

## **2.8 School and Cluster based in-service Teacher Professional Development**

In-service teacher professional development (ITPD) program is one of the ways to improve teacher quality that follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support. Writers in the field of education provide a rationale for situating teachers' professional development program at the school or cluster levels. (Mac-neil, 2004:2) criticized ITPD for not coping up with change situations as follows:

*Traditional pre-service teacher training Programs have been lacking in quality and Slow to change while large scale in-service Teacher Training schemes have proven to be Unsustainable and rarely translated into Instructional gains. Thus school and cluster-based In-service teacher Professional development program has been offered as promising alternatives.*

Further, Mac-neil mentioned that school and cluster based in-service teacher professional development have the following forms:

1. Provision of teacher professional development by education authorities who want to realize a particular policy and such practices are common in Japan, Germany, Sweden and India.
2. Using third party external providers, or independent providers of teacher training services such as universities or teachers' unions.
3. Self organized school development model in which the provider is the school itself such as teachers working together in groups.

4. Model of net working and inter school collaboration where teachers share experiences and resources with each other and amongst schools. Though school and cluster based in-service teacher professional development incorporate all but typically employ the latter two models depending up on different configuration of school and cluster based in-service teacher professional development.

Effective School and cluster based educational planning broadly based groups of schools to meet their needs. (Isobel, 1994:101-129) planning organizing conducting comprehensive need assessment of staff, Listing training topics in order of priorities, regular meetings every two weeks at cluster center and evaluating the out comes are the major issues in managing school cluster plan of action.

Regarding the approach used to school and cluster based teacher professional development (USAID, 2004:1) stressed that its methodology is participatory, student – centered and active- learning patterns that teachers should learn and expected to implement in their own class rooms emphasizing responsibility and accountability at the school level in an inclusive manner with the surrounding community.

The curricula and content of the program vary from adhoc and loosely organized to partially or wholly organize around teachers' needs to highly structured and closely related to the curriculum of pre-service teacher education that is supported by printed materials, radio, or multi media kits. The frequency of meetings varies widely and teachers may meet only a few times during a school year or a program can involve meetings at the school level weekly. (ibid)

Regarding the goal of school based and cluster professional development (Leu, 2004:7) maintained that teachers expected to be reflective practitioners, with sufficient subject-matter knowledge and a range of practical approaches so as

to be well versed to their profession. Like wise, students not only know facts and information, but also they are expected to use higher order thinking skills, solve problems, communicate, mobilize information and develop knowledge through discovery and analysis.

To conclude, teaching by its nature can never be completely conquered. It is always in a state of change. Likewise, ITPD is dynamic like many aspects of education. So, no empirically tested models that applied and effective across all setting. However, school and cluster based in-service program makes better use of local resources, responds to teachers' immediate needs and provides opportunities for on site practice and reflection.

## **2.9 Countries' Experiences on School Cluster**

Various countries practiced school clustering in different modes which they think are relevant to their particular needs and conditions. This study reviewed experiences of countries that include Cambodia, Uganda and New York City district number two. These countries were selected for this purpose because; they implemented school clustering approach decades before it was introduced in Ethiopia and considered as the primary means of professional support for both updating and up grading of teachers.

### **2.9.1 Cambodia**

Cambodia is among the countries which developed school cluster system that was established by the government in conjunction with a range of none government organizations (NGOs) during the 1990s. The common objective of all the models was to redress imbalances in education by grouping strong schools with disadvantaged in order to get benefit from the stronger one (Dykstra and Pawan, 1997:10).

A cluster committee is formed at provincial and district levels. Their common functions are to set goals for access to education, reduction of wastage rates,

implementing educational reform, monitoring of the distribution of supplies, facilitating the construction and repair of school building, assuring communication vertically and horizontally to solve problems *ibid*.

Taking the importance of the cluster project in to account, the Ministry of Education of Cambodia implemented a new curriculum and pedagogy, the student field school (SFS) through an intensive school based ITPD program. This program is a serious project implemented to introduce experiential methods of teaching science, agricultural and other foundation skills to students and teachers in rural schools. The project has relied on the participation of multiple stakeholders, as farmers, agronomists' school teachers and NGOs field workers (Mac-Neil, 2004:21).

SFS is based on the Farmer Field School (FFS) that has been developed over the past fifteen years in collaboration with several NGOs. The Teacher Field School (TFS) program is implemented from July during the summer recess coinciding with the rainy season and end in December to teach the new content and facilitation skills for a half day every Thursday. Similarly student plant experimental plots and make observations of the crop and its ecosystem as the crop matures. They meet weekly for half a day to make routine observations as well as conduct experiments on discovery learning at all stages. From 1998 to 2002 over 400 teachers had been trained and over 4000 students had completed SFS program. *ibid*

In general, cluster schools provide a structure, clear goals and a continuous basis for successful improvement of children's education in the country that contributed in rebuilding the nation's social contracts one with another (Dykstra and Pawan, 1997: 16).

### **2.9.2 UGANDA**

In Uganda in-service teacher professional development (ITPD) program with a cluster based component has gone to scale and become a national program. The teacher development and management system (TDMS) worked through primary teacher training colleges to provide in service training for untrained teachers and refresher training for all teachers (Mac-neil, 2004:7).

TDMS is a comprehensive program which includes teachers updating since 1991e.c. Its activities are guided by National Primary Education Reform Management Committee chaired by permanent secretary working closely with donor support (MOE in Assefa, 2003: 48).

The TDMS was designed to train and certify teachers to meet the soaring primary school enrolments which increased from 2.4 million in 1993 to 6.3 million in 2000. It has instituted a cluster structure where by 23 core parent teacher councils (PTC) train teacher tutors who are then based at coordinating center schools' through out the country (Mac-neil, 2004:22).

MOE in Assefa (2003:48) indicated that TDMS competency tests were administered to identify the competent teachers in order to train the others. School mapping was done and clusters of about 18 schools each were established. The expansion under took in 45 districts, 18 core primary teachers college in 1997. Considering the case, the government has given more attention to the management to make the program effective and reliable.

Tutors provide training and support for teachers in approximately twenty schools in the coordinating centers' catchments area. By 2001, the TDMS system was working through ten revitalized centers to cover the entire country. In 1997, 50,000 teachers and 5,000 head masters were participating in various activities of TDMS, and by 1999, 3,500 teachers had completed a three year teacher training program and became certified (Mac-Neil, 2004:13).

### 2.9.3 New work City District Number 2

Mostly the New work city school system is differing in most ways from the developing countries. However district number two shares some similarities with developing countries. The diversity and poverty of its student population, comprises a diverse ethnic mix of immigrants where 29% of the students are white 14% black, 22% Latino and 34% Asian. More over 20% of them used English as a second language and about 50% lived below the official poverty line (Mac-Neil 2004:12).

To overcome, ITPD that has five models is implemented. This program combines school-based activities, district wide sharing, and off site training by employing external consultants and institutions as well as internal resource persons. It focuses on setting clear expectation, instructional change, sharing expertise, decentralize responsibility, fostering a culture of collegiality, respect, and learning among staff to maintain a system wide improvement (ibid).

**Model one: The Professional Development Laboratory (PDL):** upgrades teacher skill's through a system of mentoring and cross visits among existing teacher staff. The district staff selects experienced teachers as resident teachers who are particularly effective in their interest. The "Resident teachers" agree to accept certain number of visiting teachers who spends three weeks in observation and instruction under the supervision of himself.

While the visiting teachers away an experienced substitute or "Adjunct teacher", covers their classrooms and before the visiting teacher leaves he/she spends a week with him/her to get acquainted with his/her classrooms. Adjunct teacher then joins the visiting teacher and up on his/her return incorporates the new practices. The Resident teacher also make follow up visits to their visitors to advice on issues of teaching practice.

**Model two: Instructional Consulting Service:** two different types of consultants, external experts and resource persons from within the district are employed. These consultants are paired up with groups of 8-10 teachers and

work intensively for 3-4 months on particular instruction- related issues Create conditions for sustainable changes in practices.

**Model Three: Inter-visitation and Peer Networks:** teachers and principals visit exemplary practices of schools with in the 'district, as well as other districts. These visits are used as means to help generate impetus around a particular content area or to encourage change in particular group of teachers. The group might also visit an exemplary of a particular practice in conjunction with their consultant to attain instructional improvement.

**Model Four: Off- Site Training:** teachers travel off-site to a university or an institute to receive training in a content-specific, time-bound course. The district only supports off-site training in topic related instructional improvement and funds are reserved for particular on going initiatives that have specific instructional goals.

**Model Five: Oversight and principal site visit:** superintendent and his deputy make routine visits to principals and review their performance in light of each principal yearly action plan. Particular attention is given whether the principals' plans and action are advancing towards improved instructions in the class rooms. *ibid*

From the above in all cases we have seen a variety of SITPD programs that provide a structure, clear goals and a continuous professional development basis for successful improvement of access and quality of primary education to meet the demands of their local context.

## **2.10 An Over View of School Cluster in Ethiopia**

The idea of school cluster program in Ethiopia was scaled up in 1995 by the BESO project. It was started through a year of discussion about the possibilities related to localized teacher development in Tigray and Southern Nation and Nationalities Peoples Region (SNNPR) agreed to try out cluster based programs through small scale pilot programs. <http://www.Unicef.org>)

Although patterns vary widely throughout the country, most of the regional states organize schools in to clusters of between four and ten schools for carrying out professional development and for facilitating a two way flow of information between regional state education bureaus and the schools (Amare and et al, 2006:9).

In Tigrai the program became regional policy in the third year and extended to all schools by 2002. Cluster schools met approximately every six weeks according to local conditions and initiative of cluster members, head teachers and school heads. In some cases, groups of six or eight schools met together while in others made up of only two or three schools. The cluster met for two day sessions on Saturday and Sunday at the center or rotated among the schools in a cluster ([http:// WWW.Unicef.org](http://WWW.Unicef.org)).

The program content is based on assessment of needs carried out among teachers, combined with the needs of the curriculum. It emphasizes active learning, student-centered teaching and problem- solving skills, local relevance and teaching and learning in local languages. The support materials were also written by project staff, education bureau staff, teacher educators and excellent primary teachers who were experienced in active learning materials.( Ibid)

As a result, teachers developed better understanding of the learning process, communication, cooperation, collegiality, sensitivity to students and more thoughtful lessons and became facilitators of learning rather than transmitters of information (Amare and et al, 2006:38).

Likewise, the Harar Regional State Education Bureau implemented the school cluster approach to site based continuous professional development starting 1999/2000 in partnership with the UNICEF program. The Harar cluster school support program has worked on 15 cluster resource centers and 43 satellite schools, where all schools in the region are clustered ( BESO, 2005:15).

The regional Education Bureau prepared the first organization and structure guide for school clustering. The guide was improved by the workshop organized

and conducted by the region to different regional bureau representatives. There is also a clustering coordinating section in the regional educational education bureau structure. Coordinator has been assigned to organize the over all activities of school cluster program accountable to the region curriculum department. The cluster coordinator, TTI instructors, bureau experts and key teachers are participated in the cluster schools support activities (ibid).

With the appreciations of the Harar experience, the Amhara Regional Education Bureau (AREB) prepared a long term plan to use school cluster program as prime mode of training of primary teachers to alleviate the existing teacher education problems in the region. School clustering support program in the Amhara Region Teacher Institute was started in 1992 E.C. It was the (AREB) that initiated the school clustering support program in to two of the Teacher Education Institutes BESO (2005:4).

AREB adopted the Harar guidance document and prepared its own guidance for school cluster support program. The guide documents include the roles and responsibilities of Teacher education institutes in the program. The region has also prepared supervision and training guide manuals for the use of school cluster supporting activities which have been used by the teacher education institutes, Woreda Education Offices and school cluster. The clustering program has a structure in the Teacher Education Institutes Organizational and Management which is accountable to the academic vice dean. (BESO, 2005:17). Currently regions like Oromia and Tigray had completed organizing their schools in to clusters (CBPE 2005:15). Hence, in Tigri, Harar and Amhara regions the program has deep rooted and strong bases, later is being implemented in all regions. In doing so, cluster approach is adopted in the ESDP (Education Sector Development Plan) as a national strategy for continuous professional development of teachers with a view to establish quality standard in the system.

### **2.10.1 Aim and Objectives**

The Ministry of Education clearly stipulated the aim, general and specific objectives of cluster based in-service teacher professional development. (ANRS 2002:10) and (BESO 2005:4) the aim of cluster program is to improve the quality of education by enhancing the quality of teaching learning process. Its main Objectives includes Providing training, sharing professional experience; encouraging and assist teachers to produce local teaching material, motivate teachers to under take action research; localize the curriculum and enable teachers and principals to under take school supervision.

### **2.10.2 Principles of School Clustering in Ethiopia**

Principles are needed for a successful cluster schools. With respect to innovating school cluster, (ANRS 2002:11) suggested that participation of the concerned bodies should be taken into account for example, teachers and community members are among the participants.

With regard to teachers, every teacher in the cluster should contribute to the development of school clustering without any reservation. For instance, teachers should be ready to give support for others and take ideas form others wherever and whenever necessary. Besides, teachers are expected to produce and use local educational materials which are assumed to be cost-effective.

On top of this, in order to be successfully in their career, teachers should work in collaboration with the community members and give due attention to them. So that change will take place and they will make a difference in what they are doing.

### **2.10.3 Strategies of School Clustering**

The strategy of school clustering mainly implemented at school and cluster levels to the educational staff for providing supplementary CPD to compliment pre service training and to influence classroom practices.

The main features of the strategy includes: establishment of cluster resource center (CRC) as a teacher's support system; identification and selection of core trainers based on their motivation and their talent; intensive training of the core trainers and orientation of the head teachers and educational administrators, providing training fore cluster school teachers by the key teachers, furnishing CRC with basic supplies and equipment; training sessions should be based on demand-driven ; promotion of experience sharing between regions to develop and expand program; preparation of child centered and integrated lesson plan, and effective monitoring and provision of supervision at all levels ([http:64.233.183.104](http://64.233.183.104)).

#### **2.10.4 Roles and Responsibilities in the Education System**

For the implementation of school cluster to be effective, there must be clear roles and responsibilities that are understood and adhered to by all parties involved in the program. (MOE 1996:21) listed the following responsibilities of different echelons to empower school clusters to facilitate the implementation of the program.

**Ministry of Education:** It is mainly responsible for preparation of guide lines; identify sources of resource, coordinating local and external partners interested in their initiative and developing project ideas.

**Regional Education Bureau and Zones:** Establishing strong link between the clusters and TEI and TTCs in the region, coordinating the establishment of school cluster, supervising and coordinating the program, assigning resource persons for each center and allocating budget for strengthening resource centers and provision of local available equipment and facilities.

**Woreda Education Office and TEI:** Establishing the cluster centers, identify training needs, prepare annual plan and evaluate programs; provide technical as well as material and financial support to school clusters; Make an assessment on the training needs of teachers in the partner CRC; Provide training, continuous professional support and consultation service; Prepare

annual and quarterly plan; Establish and strengthen close contact with partner schools, woreda education offices and other stake holders.

### **2.11 The Status of School Clustering in Addis Ababa City Administration**

According to the annual statistical abstract (2005/06:10) there were 12,101 teachers, 382,309 students enrolled in 465 primary schools, that run either by the government or non government organizations. These schools are organized in to 11cluster resource centers with 51 satellite schools of BESO and 35 resource centers with 234 satellite schools of UNICEF.

The AACGEB has been implemented school cluster approach professional since 2001 in partnership with the UNICEF. From the document reviewed a team of 5 members was organized and visited Harar and Diredaw from June 4-11.2001 to coordinate the implementation of the 35 school clusters in Addis Ababa. Consequently a total of 245 core teachers from each clustered school were taken 6 days training from July 16-28, 2001. A number of activities have been under taken to strengthen and support the program. For instance, from the document reviewed BESO dispatched 6318 reference books, 1265 teaching manuals, 12 duplicating machines, and different stationary materials while UNICEF dispatched 10 photocopy machines to the resource centers in 2006 /2007 academic year.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1 Method of the Study**

The study seeks to realize strengths of cluster educational program in promoting the teaching learning process and assesses the problem that might hinder smooth application of the program. To achieve this purpose the approach used in this study were both qualitative and quantitative.

The research methodology employed was descriptive survey method which is important to gather pertinent information about opinion, attitude and suggestion of the respondent. It could help to examine the prospects and constraints in the implementation of the SCP.

#### **3.2 The Sources of Data**

The sources of data for the research include teachers, directors, and education officials at city, sub city education department and kebele team leaders. Related documents were parts and parcels of source of data. Teacher respondents were selected based on random sampling technique while key teachers and directors were selected purposefully based on their position. One cluster resource center and ten satellite schools were purposefully selected from BESO and UNICEF projects.

**Table 1: Sample Respondents of the study**

No	Target Population	Total No			Sample taken from target population			Sample Taken by percent (%)		
		M	F	T	M	F	T	M	F	T
1	Cluster school principals	24	7	31	13	3	16	41.9	9.7%	51.6
2	Cluster school Key teachers	12	13	25	4	6	10	16	24	40
3	Teachers from cluster schools	325	186	511	112	88	200	21.9	17.2	39.1
	Total	361	206	567	129	197	236			

### **3.3 Sample, Sample Size and Sampling Technique**

The sample of the study included two resource centers representing 50% of the cluster resource centers of Addis ketema sub city. From the four cluster centers, three of them were under UNICEF and one cluster resource center was under BESO project. From each project, one cluster resource center and ten satellite schools were purposefully selected. The reason for the selection was that they were central to the study and possessed the information that is pertinent to the objective of the research. In this regard, the respondents of the study include two education officials, two education team leaders, 16 principals 10 key teachers and 138 teachers.

### **3.4 Data Gathering Instruments and Procedure**

#### **3.4.1 Data Gathering Instruments**

Since the study was conducted through both qualitative and quantitative methods, data collection instruments were observation, interviews focus group discussion document analysis and questionnaire. More over, available related literature were reviewed to find theories and experiences on school cluster program.

Questionnaires were the main instruments employed to gather information from directors, key teachers and teachers which couldn't be collected through observation and interview. The questionnaires were both close and open ended up on the nature of the data to be discovered. Based on the type of questionnaire items, choices and rating scales were used. Structured interview was conducted with city and sub city education heads, experts and kebele team leaders while focus group discussions were held to get reliable information from teachers.

Four focus group discussions were held at two CRCs with ten members in each group. The groups were comprised of first cycle teachers facilitated by the help of key teachers. Observations on two resource centers have been carried out based on the check list to examine the physical settings of the centers (see appendix d) and statistical document analysis in CGAAEB, SCED and CRCs records have been organized.

#### **3.4.2. Data Gathering Procedures**

In view of the research design, review of related literature was made to get information from what has been done in relation to the implementation of SCP. Then basic questions were formulated and data gathering instruments were employed. The questionnaire was initially prepared in English and translated in to Amharic. Lastly data from interview, focus group discussion and observation lists and document analysis was organized while quantitative data analysis has been made using statistical tools.

#### **3.5 Pilot Testing**

Data collecting instruments such as questionnaires were piloted to check whether they can generate the expected information and to consider their internal consistency. In this respect, the instrument was given to the advisor and BESO professionals in the field to judge the content validity. Besides, the questionnaires were presented to teachers of Oumer Semeter primary school

and in the process when the respondents manifested confusion some modifications were made on the questionnaire. After the completion of the task of pilot study, some modification on section three was made.

### **3.6 Data Analysis**

In the study, both quantitative and qualitative approaches were used to analyze the information collected using different instruments from different sources. Frequency, percentage was used to explain both personal characteristics of respondents and the main data in the questionnaire. The organized data were also analyzed and interpreted using mean, average mean and t- tests to compare responses.

## **UNIT FOUR**

### **Data Presentation and Analysis**

This chapter deals with presentation and analysis of the data that were categorized into two parts. The first part includes the characteristics of the respondents and the second part treats the analysis and presentation of the opportunities and challenges of cluster program in Addis Ababa.

Generally 166 copies of questionnaire were distributed of which 26 (15.7- %) were given for school principals and key teachers 140(84.34 %) for teachers in cluster schools. Among the distributed questionnaires a total of 164 (98.79%) questionnaires, 26(15.7%) by school principals and key teachers, and 138 (83.13%) by teachers teaching in clustered schools were filled and collected and analyzed.

The other groups involved in the interview were Addis Ababa city Administration education bureau Head, sub city Education Department Heads (2) and Kebele Education Team Leaders (2).More over observation on statistical documents and the physical condition based on check list were carried out to substantiate qualitative information.

#### **4.1. Characteristics of the Respondents**

With regard to the main source of information, the respondents of this study were teachers, principals and key teachers who have direct responsibility in the implementation of the program.

To get relevant and dependable information, the selection of these sample representatives was done based on their position and their share of responsibility they have on the school cluster program.

**Table 2: General Background Information of Respondents**

		Teachers		Principals and key teachers	
		No	%	No	%
1	Sex				
	M	78	56.5	17	65.4
	F	60	43.5	9	34.6
	Total	138	100	26	100
2	Educational Background				
	12 Complete	-	-	-	-
	10/12+Tti	67	48.6	12	46.2
	12/10+Diploma	67	48.6	12	46.2
	12+B.A/Bsc	4	2.9	2	7.7
Total	138	100%	26	100	
3	Age group				
	Below 23	18	13	1	3.8
	24-28	42	30.4	1	3.8
	29-36	25	18.1	12	46.2
	37-45	43	31.2	12	46.2
	above 42	10	7.2	-	-
	Total	138	100	26	100
4	Work Experience				
	Below 5	37	26.8	4	15.4
	5-10	30	21.7	2	7.7
	11-15	12	8.7	7	26.9
	16-20	12	8.7	2	7.7
	Above 20	47	34.1	11	42.3
	Total	138	100	26	100
5	Period allotted per week				
	15 periods and bellow	17	12.3	4	15.4
	16-20 period	43	31.2	3	11.8
	21-25 periods	27	19.6	8	30.8
	26 and periods	51	37	11	42.3
6	Distance from cluster resource center to their school				
	Less than 1 k.m	17	12.3	9	34.6
	From 1-2 k.m	82	59.4	8	30.8
	From 2-3 k.m	25	18.1	5	19.2
	More than 3 k.m	14	10.1	4	15.4
	Total	138	100	26	100
7	Carrier structure				
	Full-fledged	38	27.5	3	11.5
	Senior	20	14.5	1	3.8
	Teacher	20	14.5	3	11.5
	Higher	25	18.1	12	46.2
	Assistance	35	25.4	7	26.9
	Total	138	100	26	100

Regarding their sex, age, educational background and their period allotment per week, table 1 shows that 78 (56.5%) teachers and 17 (65.4%), key teachers and principals were males respectively. The remaining number of 60(43.5%) teachers and 9 (34.6%) principals and key teachers were females. The participation of females in the management of education is promising that supports article 3.8 Education and Training Policy of the country (1994: 30) recommended the need for the participation of females for efficient and effective management of education.

In terms of qualification, of the total 67 (48.6%) of teachers and 12 (46.2%) of key teachers and directors were TTI graduates; 67 (48.6%) of teachers 12 (46.2%) principals and key teachers were diploma holders. While 4 (2.9%) of teachers and 2 (7.7%) of principals and key teachers are with a first degree. This reveals that according to MOE (1999:12-20) primary school teachers and directors would be diploma and degree holders respectively. Thus it seems that more efforts should be made on continuous professional development to empower the education staff.

Concerning the work experiences of teachers 37 (26.8%), 4 (15.4%) of principals and key teachers fall below 5 years where as 30(21.7%) teachers, 2 (7.7%) of directors and key teachers in the service category of 5-10 years. The other 12 (8.7%), 7 (26.9%) of teachers and key teachers respectively fall in the service category of 11-15 years. The remaining 12 (8.7%) teachers and 2 (7.7%) of directors and key teachers were in the service category of 16-20. While 47 (34.1%) of teachers, 11(42.3%) of principals and key teachers were in the service category above 20 years. It can be easily drawn that the majority of respondents have served above 20 years. This shows that those respondents were well aware of the status of school clustering and can efficiently respond to the questions which added to the realization of this study.

Regarding their teaching load, 51 (37%) of the teachers and 11 (42.3) of key teachers and principals have periods between 26 and above per week and

27(19.6%) teachers and 8 (30.8%) of key teachers were 21- 25.The other 43 (31.2%) of teachers and 3 (11.5%) of key teachers and principals have been found bearing a load of 16-20 periods. The remaining 17 (12.3%) and 4 (15.4%) of principals and key teachers were 15 periods and below per week. This shows that majority of respondents could not facilitate and participate in cluster resource center activities.

As far as teachers carrier structure is concerned, 38 (27.5%), 3 (11.5%) of teachers and principals were full fledged, 20 (14.5%), 1 (3.8%) were senior teachers, 20 (14.5%), 3 (11.5%) were teachers, 25 (18.1%), 12 (46.2%) were ranked higher where as 35 (25.4%), 7 (26.9) respectively were assistance lead teachers with different levels of carrier structure.

With respect to the distance between satellite schools and CRC 17 (12.3%) of teachers and 9 (34.6%) of key teachers and principals expressed the distance between CRC schools and satellite school were less than 1 k.m, 82(59.4%) of teachers and 8 (30.8%) of key teachers and principals between 1-2 k.m and 25 (18.1%) of teachers and 5 (19.2%) key teachers and principals between 2-3 k.ms. On the other hand, 14 (10.1%) of teachers and 4 (15.4%) of directors and key teachers reported that the distance is more than 3 k.m. So this shows us that distance seems not difficult for majority of satellite schools to make frequent contact with CRC.

## **4.2 Analysis of Data on the Main Issues of the Program**

### **4.2.1 Analysis of Data on the Objectives of School Cluster Program**

Like other educational programs, school cluster program will achieve its objectives efficiently if it is in supportive condition for the implementation process. The availability of the required resources, effective administrative structure, clear procedures, and appropriately trained manpower in the (SCP) plays the major role to implement the program.

Accordingly the Ethiopian Education system promotes school cluster program (SCP) as a means of facilitating the teaching learning process. The program is cost effective which makes better use of local resources, responds to teachers immediate needs and provides opportunities for on site practice and reflection.

As indicated in table 3, the objectives of school cluster program are meant to improve the quality of teaching learning process in schools through upgrading the teaching skills of teachers that helps them to develop self confidence, to help teachers in acquainting themselves with modern technological findings, to develop student centered approach of teaching, promotes change and innovation hence create efficient teaching learning environment and to initiate teachers to conduct action research on the problems in the teaching learning process, to mobilize the Community to be the sole planning and management body of primary education, to strengthen linkage among the various educational offices and to establish good relationship.

With regards to the above objectives of cluster program, the average means of the two groups of respondents were found to be 4.46 for teacher and 4.17 for principals and key teachers respectively. When we compare the responses given teachers were rated initiating action research, upgrading teaching skills, acquainting teachers with modern technological findings and strengthening the linkage among educational offices were high with means 4.69, 4.62, 4.62, 4.42 and 4.42. Respectively where as key teachers and principals rated high on the above objectives of upgrading teaching skills of teachers' improving the quality of teaching learning process and acquaint teachers with modern technological findings with average means 4.45, 4.39 and 4.35.

Moreover, every mean value of teachers except item 1 was greater than its corresponding mean value of key teachers and directors. When we analyze the average mean value of the groups, items on 2, 3, 7 and 4 have high average mean value, 4.53, 4.49, 4.46 and 4.41 respectively on items 1, 2, 3, 6, 9 and 10

statistically there is no significant difference between the two groups regarding the consideration on some objectives of school cluster program.

As it was also mentioned in the review, the main objectives of school clustering are delivering teacher professional development, supervision, production and sharing of teaching materials and facilitating action research projects how ever the t-test value indicated that there is statistically significant difference where  $T=1.994, 2.321, 10.818, 11.477$  which is greater than 1.96. Thus, both group members were perceived differently at this stage.

**Table 3: Objectives of Cluster Program**

No	Name	Teachers N=138						Key teachers and Principals N=26							
		1	2	3	4	5	x	1	2	3	4	5	x	Aver mean	t-value
		N	N	N	N	N		N	N	N	N	N			
1	Improves the quality of teaching learning process in schools	2	4	12	40	80	4.38	-	-	1	14	11	4.39	4.38	-0.37
2	Upgrade the teaching skills of teachers that helps them to develop self confidence	3	4	6	40	84	4.62	-	-	-	10	16.	4.45	4.53	.954
3	Help teachers acquaint themselves with modern technological findings	3	6	15	30	84	4.62	-	-	1	8	17	4.35	4.49	1.339
4	Helps to develop self motivated and student centered approach of teaching	4	7	27	47	52	4.42	-	-	4	6	16	4.00	4.41	1.994
5	Teachers can develop self confidence through supervision and upgrading Pedagogical skills and competence	3	8	26	56	40	4.38	-	-	2	11	13	3.93	4.16	2.321
6	Promotes change and innovation hence create efficient teacher learning environment	6	6	12	48	66	4.38	-	-	1	12	13	4.17	4.26	1.353
7	Initiate teachers to conduct action research	7	4	17	33	77	4.69	-	-	2	7	19	4.23	4.46	10.82
8	Helps mobilize community to be the sole planning and management body of primary education	5	5	22	55	49	4.32	-	-	2	12	11	4.02	4.17	11.48
9	Helps to strengthen linkage among the various educational offices.	7	9	15	53	53	4.42	-	-	3	8	15	4.00	4.21	1.869
10	Helps to establish good relationship among teachers and also conducive teaching learning environment in school.	7	10	15	31	72	4.38	-	-	2	11	12	4.13	4.26	1.007
	Average mean						<b>4.46</b>						<b>4.17</b>	<b>4.33</b>	

Strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, strongly agree = 5, significant at  $t = \pm 1.96$ ,  $P \leq 0.05$  tow tailed. Where: N = Number of respondents, f = frequency, xave = average mean x = weighted mean, t - value = calculated v

Mean values of responses using **Likert** scale were calculated and the average means wear interpreted as 0.5-1.49=very low, 1.5-2.49=low, 2.5-3.49=medium, 3.5-4.49=high and 4.5 and above very high.

#### **4.2.2 The Planning Process of School Cluster Program in Cluster Centers**

Planning is an activity that requires the active participation of those who are involved in the implementation of the program. Cluster based planning is the activity taking place at each cluster centers to use its own potential, talent and resources to achieve its objective. Without planning it is difficult to organize people and other resources effectively.

School clustering currently provides a framework for better planning the provision of financial, material and human resources in a wider and more logical context to strive access, equity, quality, democracy and efficiency in the education system (Dittmar 2002:17).

As indicated in table 4, respondents from sample cluster centers confirmed that in planning process, clearly identified objectives and strategies of the cluster program, involvement of satellite schools teachers in the planning process, the participation of educational managers at different levels, organizing of need assessed trainings accessibility and continuity of in service trainings and clearly identified methods of evaluation were activities carried out by cluster resource centers.

The mean of each item of key teachers and directors was compared to the average and the involvement of stake holders, delivering trainings for clustered schools, aiming at quality of professional development, clearly stated objectives and strategies and methods of evaluation were rated high with the average mean; 3.83, 3.72, 3.68, 3.67 and 3.61 respectively. Where as the involvement of satellite school teachers and key teachers; need assed trainings and clearly identified methods of evaluation were found medium with mean value 3.03, 3.20, 3.20 and 3.49. With respect to each group responses on planning of cluster program, teachers rated the involvement of stakeholders, accessibility of in service training and continuity of trainings high with the average mean 3.65, 3.56 and 3.50 respectively. While clearly stated objectives and strategies;

aiming at quality professional development and developing need assessed trainings rated medium. The involvement of satellite schools, key teachers and identified methods of evaluation rated low with means 2.53, 2.63 and 2.48 respectively. In order to check the variations in opinions between the respondents T-test was carried out. Therefore, the results of the T-test, 2.219, 3.326, 4.534, 5.620 showed that significant difference was observed on objectives and implementation strategies, involvement of satellite school, key teachers and evaluation methods of cluster plan at  $P < 0.05$  significance level.

Moreover, methods of cluster plan evaluation, the involvement of key teachers and satellite schools are the main features of school clustering strategy that play significant role were rated low value by teachers. So it is possible conclude that school cluster practitioners have different understanding about planning activities.

The discussions made with focus group depicted that the implementation of school cluster planning was not supported by efficient cluster management committee or specific section at city, sub city or CRCs levels. There is no structure no chain of responsibility or strong network regarding the program. There is not any expert assigned to the program. Instead the persons who are running this program are those who have got there own job. This implies that the absence of CRC structure at the bureau level among different educational levels.

They mentioned that at the initial years there was strong support from BESO, UNICEF and authorities at all levels. Later, the program become in active and the preliminary enthusiasm has faded away. Hence, CRC made no plans, organization, coordination and efficient follow up strategies. They also mentioned that the city government of Addis Ababa administration evolved in the construction of 5000 classrooms since 1997 E.C. Moreover, community and youth center development program was also implemented in 1999 E.C. to construct libraries, gymnasiums and sport fields to assure access and quality

in every kebeles. Hence actors in the system from CGAEB staff down to schools were engaged in these tasks. Therefore, no one has given due attention to the program except focusing on the affairs that are mentioned in this paragraph.

Other than this, the frequent transfer of principals and key teachers, who facilitate the program, has been fundamental problem that plagued it. Besides, the student researcher also mentioned that though school clustering recently introduced consequently the decentralization of the city on the bases of the revised Charter Proclamation NO.361/2003, the national election of 1997 E.C and had also their own influence on the program. This loss in continuity undermines the work that is being done; it means that we have to start a fresh in developing the program.

According to the interview conducted with BESO project, the interviewee mentioned that the organization is actively working with Kotebe College of Teachers Education and CGAAB to promote AED/BESO II support program. They work collaboratively by providing technical, financial, and material support for the program. The program owing to lack of integration has not been performing as it was designed.

**Table 4: Planning Process of Cluster Programs**

No	Name	Teachers N = 138						Key teachers and principals N = 26							
		1	2	3	4	5	x	1	2	3	4	5	x	Aver mean	t-value
		N	N	N	N	N		N	N	N	N	N			
1	Clearly identified objectives and implementation strategies at school level	7	7	63	42	19	3.43	-	1	10	6	9	3.88	3.67	2.219
2	The involvement of satellite schools teachers in planning of school cluster program	47	17	49	4	21	2.53	2	3	8	4	8	3.52	3.03	3.326
3	The involvement of stakeholders in the planning process of school cluster program ( city, sub city, Keble and school educational managers)	4	13	57	31	28	3.65	-	4	7	6	8	4.00	3.83	1.667
4	The extent to which key teachers involve in cluster educational plans	30	29	50	16	11	2.63	-	1	11	6	7	3.76	3.2	4.534
5	Training programs aimed at quality professional development and advancement of the staff	2	17.	54	41	22	3.47	-	2	7	8	8	3.88	3.68	1.960
6	Trainings are based on need assessment undertaken by participant	5	24	48	43	18	3.33	-	2	9	10	4	3.64	3.49	1.439
7	Every staff member in cluster receive in-service training	9	11	46	38	34	3.56	-	1	10	5	9	3.88	3.72	1.327
8	Trainings are continuous and include short visit, demonstration and experience sharing.	4	11	41	50	28	3.50	-	7	11	7	8	3.72	3.61	.988
9	Cluster plan has clearly identified methods of evaluation.	5	46	41	8	13	2.48	-	3	5	7	9	3.92	3.20	5.620
	Average mean						3.2 2						3.83	3.49	

Strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, strongly agree = 5, significant at  $t = \pm 1.96$ ,  $P \leq 0.05$  tow tailed. Where: N = Number of respondents, f = frequency, xave = average mean x = weighted mean, t - value = calculated v

Mean values of responses using **Likert** scale were calculated and the average means wear interpreted as 0.5-1.49=very low, 1.5-2.49=low, 2.5-3.49=medium, 3.5-4.49=high and 4.5 and above very high.

### 4.2.3 Training Areas and its Organization of School Cluster Program

School cluster program provides a framework through which a more comprehensive and coordinated program of training can be delivered effectively at cluster centers. It is the means by which teachers update their knowledge, skills, attitudes and abilities to demonstrate high level of student achievement. (Mac-Neil, 2004:2) School and cluster based in service teacher professional development programs call for community participation, ties teacher training curricula to local conditions, school level goals and purports to be cost effective.

Training needs of the teaching staff is mainly assessed and aimed at the actual needs at cluster resource centers rather than having a uniform program for the whole region.

**Table 5: Training Access of Respondents**

1.	Have you received any training organized by cluster educational program	Respondents			
		Teachers N=138		Key teachers and Directors N=26	
	A. Yes	63	45.7%	10	38.5%
	b. No	75	54.3%	16	61.5%
	Total	138	100%	26	100%
2	If your answer for question no.1 is yes to what extent trainings were considered in the school cluster program				
	a. Very high	-	-	-	-
	b. High	26	18.84%	3	11.54
	c. Low	37	26.81%	7	26.9%
	Total	63	45.65	10	38.5%

#### **4.2.3.1 Training Access of Respondents in Sample Cluster Centers**

Item 1 of table 5 indicates whether respondents received any training organized by cluster educational program. The corresponding figures in the table illustrates that 63 (45.7%) of teachers, 10 (38.5%) of directors and key teachers have taken training where as the remaining 75 (54.3%) teachers and 16 (61.5 %) principals and key teachers have not taken any kind of training. Other teachers, principals have taken training. Those who have taken the training were asked the extent in which trainings considered in school cluster program. As it is indicated 26 (18.84%) of teachers, 3 (11.54%) of key teachers and directors give high, 37 (26.81%) teachers, 7 (26.92%) directors and key teachers gave low response to the alternatives. Thus, responses indicated that training opportunities did not reach majority of respondents and were also very limited. The questionnaires were also included open ended questions. Respondents requested the reason for why they have said low. They mentioned some of the reasons such as Spontaneity and infrequent of trainings, lack of planning, organizing at all levels, lack of budget, time constraints of educational leaders at all levels and lack of efficient follow up strategies by stake holders , inactive of the resource centers were the major problems.

The results of education officials and team leaders interview confirmed that the involvement of stake holders in cluster planning and evaluating activities to determine whether they brought intended results was not that much participatory. There is neither implementing manual nor guideline available to have a clear vision of plan implementation. Besides, there is no established network between educational offices and Kotebe College of teachers' education on the matter of school clustering. Accordingly cluster school in the sub city couldn't get support form the college.

With regard to the BESO, the interviewees stated that the BESO project has been frequently providing materials and financial support to equip resource

centers, whereas most of non-BESO support schools do not get any support. On top of this, they rendered training services for key teachers, directors and education officials; assigned focal person to closely follow up and visit CRCS.

According to the reflection of the respondent most of the private schools which were part of the cluster group were reluctant to participate in the program. Since they thought that they had all the necessary teaching and learning materials. On the other hand, public schools didn't have extra teachers as that of Government schools. For this reason, the management of the school is not willing to work collaboratively with the resource centers. As a result schools from different school type didn't have the same concern on working collaboratively.

On top of this, the program was not supported by adequate allocation and distribution of financial and material resources in order to achieve its intended goal. Even the budget allocated for school was not distributed on timely basis from the sub city finance and economic development office. They also mentioned that the pool system of structure of financial management aggravated the already existing problems in relation to budget allocation and utilization.

They stressed that the decentralization of educational management to kebele level enhances more participatory decision making and implementation. On the other hand there was no financial and material resources allocated for education purposes at kebele level. Besides, kebele team leaders are accountable to the sub city education department and kebele education and health head. In practice yet they assigned beyond their job description by the sub city and kebele demonstratives .For instance, the researcher was assigned in the sub city revenue department for three months working not related activities to her profession.

Nevertheless, CGAAEB and SCED has been tried to fill the gap by organizing the centers and delivering short term trainings for educational leaders at all

levels to create common awareness. MOE in UNESCO (2005:6) emphasized that the consideration of the continuous professional development through cluster schools is one of the key challenges to teacher education.

Hence, successful SCP requires strong future orientation and a willing ness to make long tem commitments through discussions with policy makers, key stake holders and collaborators.

**Table 6: Training Areas of Cluster Program**

No	ITEMS	RANK FREQUENCES															
		Teachers N = 138								Directors & Key Teachers N = 26							
		1	2	3	4	5	6	7	x	1	2	3	4	5	6	7	x
1	Learner centered approach of instruction	53	35	16	10	9	11	4	2.53	6	7	3	3	3	2	2	3.15
2	Activity oriented preparation of lesson	28	12	8	32	19	28	11	3.94	6	4	4	3	4	4	1	3.42
3	Continuous assessment	22	35	19	31	16	9	6	3.2	4	3	6	6	4	1	2	3.53
4	Self content class room management	28	19	43	6	15	16	11	3.38	4	3	8	3	3	2	3	3.62
5	Conducting action research	10	14	13	9	12	9	71	5.24	4	4	4	5	1	-	8	4.03
6	Class room management	21	14	26	23	20	30	4	3.81	6	3	7	3	2	4	1	3.30
7	Teaching aid preparation	23	16	10	12	46	21	10	4.05	4	1	5	7	8	1	-	3.65

#### 4.2.3.2 Training Areas of Cluster Program

Like any educational program school clustering aims at offering CPD of teachers and directors to develop the knowledge and skills required for effective implementation of child centered teaching approach, continuous assessment, self contained classroom and action research etc (MOE 2005:54).

As it is indicated in table 5, the training area of cluster centers was ranked by the respondent according to their degree of importance in promoting the teaching learning process. Accordingly, teachers' ranked learner centered approach of instruction, continuous assessment; self contend classroom management to be the most important training areas while directors and key teachers were ranked activity oriented lesson preparation, classroom management and learner center approach of instruction are most important

training areas. At the same time, those trainings like conducting action research, teaching aid preparation and class room management which are the main emphasis of the program were considered less important both by teachers, directors and key teachers that need much consideration

#### **4.2.4 Training Organization of School Cluster Program**

Organizing is the key function in managing of school cluster program that needs the support and active involvement of all stakeholders, school leadership as well as ownership by the teachers. SCP provides a framework through which a comprehensive and coordinated program delivered efficiently at cluster resource center. (ANRS 2002:17) mentioned that the main characteristics of good management of cluster program are leadership qualities, shared vision and goals, team work, emphasis and high expectation.

As indicated in table 7, principals and key teachers were asked to respond on the organization of cluster training program. Hence, the extent to which educational professionals are involved in cluster training provision and evaluating the effectiveness of training program were rated high with average mean 4.00 and 3.88 respectively. The appropriateness of training schedule was rated with mean value 3.85 which shows trainings are arranged on convenient time for teachers. Respondents also rated the extent to which trainings are provided based on the needs of teachers and the availability of training materials for the provision of training in cluster centers 3.5 and 3.12 respectively. Whereas the extent to which training programs are in line with schools annual plan was rated 4.00. Hence all the average means showed that trainings in cluster program has given an attention as a means to increase the capacity of the teaching staff.

**Table 7: Training organization of SCP**

No	Items	Key teachers and Principals N=26										Weighted mean
		N	%	N	%	N	%	N	%	N	%	
1	The extent to which educational professionals from (city sub city and Kebele) involved school cluster training provision	13	52	-	-	7	28	6	24	-	-	3.73
2	The use of educational managers from the sub city and kebele	-	-	8	32	10	40	8	32	-	-	3.00
3	The extent to which trainings are provided based on the needs of teachers.	-	-	8	32	6	24	12	48	-	-	3.50
4	The extent to which training programs are inline with schools annual plan	-	-	4	16	3	12	8	32	11	44	4.0
5	The extent to which cluster educational program organized by cluster resource centers.	13	52	5	20	1	4	6	24	1	4	43.12
6	Availability of training materials	-	-	8	32	8	32	9	36	1	4	34.12
7	Setting an appropriate and conducive time frame for the training program	-	-	2	8	8	32	8	32	8	32	3.85
8	The extent to which educational professionals at different levels (from sub city to kebele) involved in evaluating the effectiveness of cluster training.	-	-	3	12	5	20	10	40	8	32	3.88
	Average mean											3.53

1=strongly disagree, Disagree=2, Not sure=3, Agree=4 and Strongly agree=5

#### **4.2.5 Monitoring and Evaluation System of School Cluster Programs**

Evaluation helps to know to what extent plans are implemented and objectives are obtained. It serves to decide what readjustment to make them in the course of implementing plans as to learn lessons for the improvement of future performance .(ANRS 2002:17) The purpose of school cluster program evaluation is to recognize success but also to acknowledge weaknesses and use this knowledge to plan effectively to improve quality of education in the future.

As depicted in table 8, statistical computation was made for the responses given by the groups of respondents using likert scale. Based on this scale the mean of each variable was compared with the average mean: active participation of teachers in evaluation focuses of cluster centers on the

promotion of knowledge and skills cluster educational programs were rated medium with average mean 3.64 and 3.47 respectively.

As the table indicates every mean value under the key teachers and principals was greater than its corresponding mean value under the teachers for all items in the list. Again in all mean value under the key teachers and principals were above average while some of the mean values under the teachers were below average.

While the activities, monthly evaluation of school cluster, participation of BESO/UNICEF and the evaluation of cluster on the over all educational program were rated low with average mean, 2.73 , 2.91 and 2.56 respectively. With respect to each group responses, evaluation on the promotion of skills and knowledge, active participation of rated high with mean 3.50, 3.88 and 3.81 by key teachers and principals. Where as teachers rated evaluation of cluster program, reporting of evaluation results and active participation of all teachers with mean 3.13, 3.07 and 3.40.

The table also shows that statistically no significant differences between the two groups with regard to the participation of BESO/UNICEF and reporting evaluation result to concerned bodies. When T-test was computed to see the significant differences in groups, it was observed that there were significant differences on monthly evaluation, participation of teachers in evaluation on the over all cluster educational program. The calculated T value, 3.44, 2.175, 2.027 and 3.529  $t > \pm 1.90$ .

It was also found that the researcher observed the physical conditions of Yekatit 23 and Abyisinia CRCS. Regarding the availability and the functions of the resource centers, they were nominal and not organized enough to provide appropriate service for satellite schools. In both cases the resource centers mainly served as pedagogical centers. The properties of CRCs provided by the BESO, UNICEF and the Bureau were not properly registered to be utilized by the resource center, rather kept under the responsibility of the store keepers of

the schools. In both cases the heads of the resource centers were not willing to borrow any instructional materials for satellite schools. Hence, the researcher has observed neither any document on cluster based trainings nor lists of satellite school teachers who have borrowed and returned the instructional materials. There was no CRC committee that organizes the program effectively. Hence, the satellite schools were not actively participating and utilizing CRC materials from the established resource centers. Therefore, CRC and satellite school lacked follow-up and monitoring form the concerned educational bodies. Even, the materials which were provided used only for the resource centers.

**Table 8: Evaluation System of Cluster Program**

No	Item	Teachers N=138						Key teachers and Principals N=26						Aver mean	T value
		1	2	3	4	5		1	2	3	4	5			
		N	N	N	N	N	x	N	N	N	N	N	x		
1	School cluster program is evaluated on monthly basis	32	38	27	17	24	2.73		4	7	7	8	3.73	3.23	3.444
2	Active participation of all teachers in evaluating within the cluster	33	11	33	26	35	3.13	-	6	3	7	10	3.81	3.47	2.175
3	Participation of BESO/UNICEF in evaluating the overall cluster educational program	29	19	51	14	25	2.91	1	4	11	6	4	3.31	3.11	1.442
4	The extent to which the evaluation of cluster program focuses on the promotion of skills and knowledge of teachers	11	14	43	49	21	3.40	1	4	1	11	9	3.88	3.64	2.027
5	The extent to which evaluation of cluster centers focuses on assessing the over all cluster educational program.	38	22	56	4	18	2.56		5	8	8	5	3.50	3.03	3.529
6	The extent to which evaluation results are carefully reported to concerned bodies.	8	36	57	14	23	3.07	1	5	9	6	5	3.31	3.19	.998
	Average mean						2.97						3..28		

Strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, strongly agree = 5, significant at  $t = \pm 1.96$ ,  $P \leq 0.05$  tow tailed. Where: N = Number of respondents, f = frequency, xave = average mean x = weighted mean, t - value = calculated v

Mean values of responses using **Likert** scale were calculated and the average means wear interpreted as 0.5-1.49=very low, 1.5-2.49=low, 2.5-3.49=medium, 3.5-4.49=high and 4.5 and above very high.

#### **4.2.6 The Contribution of School Clustering in Promoting Teaching Learning Process**

Teaching and learning is a dynamic process, affected by what both students and teachers bring with them to the learning environment and also by changing local and global content.

In this respect, school clustering has paramount importance in promoting the teaching learning process as a center for teaching and learning component tasks offering school management, teachers and community members a valuable opportunity to fully engage in activities and strengthen their professional identity through active and participatory learning. (Stoll in ANRS 2002; 7) school and cluster based program which is, collaborative; needs based and collegial one creates sustained improvement and innovation in the teaching learning process.

The following tables show the major importance of school clustering which were analyzed according to specific factors. As the table indicates under promoting teaching skills there were eight specific factors; four in promoting participation of beneficiary and another four in creating conducive environment.

As it could be observed from table 9, comparing the responses, teachers were rated sharing professional experiences, promoting teachers professional development and promoting student center approach were high with means 4.58, 4.40 and 4.37 while key teachers and principals rated acquiring skills and knowledge, sharing professional experiences, promoting learner centered approach with mean 4.35, 4.25 and 4.26 respectively. When responses of each group compared with the average mean, both groups were found high with mean value 4.28 and 4.38. The overall average mean was found high and calculated as 4.24. Significant differences was observed on the opinion of the two groups in sharing of professional experiences among teachers at  $t < \pm 1.96$  significant level.

**Table 9: Contribution of cluster program in promoting teachers' profession**

	Item	Teachers N=138						Key teachers and Principals N=26						Mean	Average mean	T value
		1	2	3	4	5	x	1	2	3	4	5				
		N	N	N	N	N		N	N	N	N	N	N			
1	Promotes teachers professional development	-	3	7	59	68	4.40	-	2	2	11	11	4.19	4.3	-.1346	
2	Provides as opportunity to share professional experiences among teachers	-	-	9	39	89	4.58	-	1	5	6	14	4.26	4.42	-.2194	
3	Motivates teachers to produce local teaching materials	-	7	16	49	65	4.25	-	3	4	6	13	4.11	4.18	-.732	
4	Given an opportunity of mentoring the teachers	-	4	17	53	60	4.26	-	1	4	11	10	4.15	4.21	-.626	
5	Help teachers contextualize the curriculum so as to consider local environment	-	3	18	52	64	4.29	-	-	9	4	13	4.15	4.22	-.805	
6	Help teachers to engage in action research	-	5	23	60	47	4.10	-	2	7	13	4	3.73	3.92	2.139	
7	Enable teachers in gaining variety of skills, new ideas and experiences	-	1	15	55	63	4.34	-	-	4	9	13	4.35	4.34	.019	
8	Promotes student center approach	-	2	21	36	76	4.37	-	-	7	5	14	4.26	4.32	-.624	
	<b>Average mean</b>						<b>4.28</b>						<b>4.38</b>	<b>4.24</b>		

Strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, strongly agree = 5, significant at  $t = \pm 1.96$ ,  $P \leq 0.05$  two tailed. Where: N = Number of respondents, f = frequency, xave = average mean x = weighted mean, t - value = calculated value

Mean values of responses using **Likert** scale were calculated and the average means wear interpreted as 0.5-1.49=very low, 1.5-2.49=low, 2.5-3.49=medium, 3.5-4.49=high and 4.5 and above very high.

#### **4.2.7 The Contribution of Cluster Program in Promoting Students Learning**

School clustering enhances activities directed at improving the school environment in promoting ownership of schools by students, parents and community members and education officials. These help teachers develop more positive attitudes, cooperative approaches and in strengthening their professional identity. As a result, teachers who know subject matter well and have a range of appropriate teaching approaches encourage better learning and classroom management. The specific objectives of school clustering can also promote students' achievement, enrollment, in minimizing educational wastage and enable teachers to aware their social and psychological problems.

Based on the calculated statistical results, of table 10 teachers rated promoting students' reading skill, enrollment rate, handling psychological problems of students and minimizing drop out rates with means 4.32, 4.13, 3.95 and 3.85. Where as key teachers rated with means 4.30, 4.22, 4.11 and 3.99 respectively. When responses of each group of respondents compared with the average mean, responses by both groups were found high with mean value 4.2 and 4.1. The overall average mean was calculated as 4.16, which rated as high. The calculated t values at  $t_{\pm 1.96}$  showed that there is no difference in opinion between the groups of respondents.

**Table 10: Contribution of cluster program in promoting students learning**

No	Items	Teachers N=138						Key teachers and Principals N=26							
		1	2	3	4	5	x	1	2	3	4	5	Mean	Aver mean	T Value
		N	N	N	N	N	N	N	N	N	N	N			
1	Promote reading skills of students through formal and informal techniques	-	2	37	39	58	4.13	-	1	5	5	15	4.31	4.22	.976
2	Promote enrollment attendance and student achievement and student achievement in the cluster	-	2	23	40	71	4.32	-	1	5	6	14	4.27	4.30	-3.08.
3	Helps to aware feelings, need social and psychological problems of students	1	19	13	56	47	3.95	-	1	2	12	11	4.27	4.11	1.449
4	Minimize dropout rates and repeaters	1	17	27	46	44	3.85	-	-	5	12	8	4.12	3.99	1.233
	<b>Average</b>						<b>4.1</b>						<b>4.2</b>	<b>4.16</b>	

Strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, strongly agree = 5, significant at  $t = \pm 1.96$ ,  $P \leq 0.05$  two tailed. Where: N = Number of respondents, f = frequency, xave = average mean  $x =$  weighted mean,  $t$  - value = calculated value

Mean values of responses using **Likert** scale were calculated and the average means wear interpreted as 0.5-1.49=very low, 1.5-2.49=low, 2.5-3.49=medium, 3.5-4.49=high and 4.5 and above very high.

#### **4.2.8 Contribution of School Cluster Program in Facilitating School Management**

School cluster program helps in improving the management of education in several ways. Well managed cluster centers encourage satellite schools to improve their management practices, to develop a constructive competitive spirit between schools, sharing good teaching practices and resources and allowing parents and communities to be better informed about the activities of their children and schools, (Dykstra and Kucita 1997:15) and (Ditmar and et al, 2002:16) Parent and community involvement in school cluster program builds trust hence transparency and accountability between families, school staff and local authorities to improve school management.

Table 11 presented the ratings by respondents on the contribution of C.E program in facilitating schools management. The responses of respondents using Likert scale, the contribution of cluster program in facilitating school management has been computed with an average mean 3.9 which shows high contribution. Based on the calculated statistical results, teachers rated sharing experiences on educational issues effective utilization of resources and promoting school management in sharing ideas with means 4.44, 4.01 and 3.39. Promoting the involvement of parents was low with mean 2.33. Key teachers and principals rated sharing experiences, promoting school management, efficient utilization of resources and enhancing the involvement of parents with mean 4.26, 4.19, 4.03 and 3.92 respectively. In order to check the variations in opinions between groups of respondents T-test has been carried. Therefore, the results showed that significant difference was observed on the importance of parents involvement in school management at  $t_{\pm 1.96}$  significant level.

**Table 11: Contribution of cluster program in facilitating schools management**

	Items	Teachers						Principals and key teachers								
		1	2	3	4	5	x	1	2	3	4	5	x	Aver m		
		f	f	f	f	f		f	f	f	f	f				
1	Helps discuss and exchange experiences on educational issues	-	1	11	50	74	4.44	-	1	5	6	14	4.26	4.35		
2	Enables school to efficiently utilize resources	-	2	36	56	42	4.01	-	1	7	8	10	4.03	4.02		
3	parents will be part of the school administration and development	31	52	37	14	4	2.33	-	3	5	9	9	3.92	3.13		
4	Encourage the school management to share ideas in decision making	-	5	40	46	41	3.93	-	-	4	13	9	4.19	4.06		
A Average mean								3.7							4.1	3.9

Strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, strongly agree = 5, significant at  $t = \pm 1.96$ ,  $P \leq 0.05$  tow tailed Where:

N = Number of respondents, f = frequency, xave = average mean x = weighted mean, t - value = calculated value

Mean values of responses using **Likert** scale were calculated and the average means wear interpreted as 0.5-1.49=very low, 1.5-2.49=low, 2.5-3.49=medium, 3.5-4.49=high and 4.5 and above very high.

Group discussions conducted with focus group requested to point out cluster resource program supportive condition, if any; then they suggested that greater chances for school based trainings, favorable teachers' attitudes toward the programs, availability of non governmental to support the program autonomy of schools were considered as opportunities. These responses show that there were favorable conditions of school, cluster program. Yet the educational leadership at all levels did not take advantage of the good opportunities.

It was also included to know the opinions of the interviews about the continuity of the school cluster program. All interviewee mentioned that they support this program very much. If every thing goes as it was during the preliminary periods; peridium and transportation considered; and trainings lead to a certificate of participation and a qualification. Moreover, they highly recommended that if sufficient financial and materials are supplied to the resource centers and continuous supervision and follow up strategies is conducted.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1. SUMMARY**

The purpose of this study was assessing opportunities and challenges of school cluster programs in Addis Ababa, with the following main reasons:

- As the program is recent and considered as an alternative approach to deliver continuous professional development, it is important to evaluate it frequently and solve problems in time.
- To look at the impact of cluster educational program in the teaching learning process.
- To assess the problems of implementing school cluster program in terms of logistics and capacity of teachers and to identify strengths of cluster education program in promoting the teaching learning process.

The study is conducted on the basis of clearly stated general and specific objectives. To meet the above objectives, the study was guided by the following basic questions.

1. How are cluster education program planned, organized and managed?
  - a. Are they planned in accordance with systematically identified needs?
  - b. How are educational cluster programs organized?
2. Is there cluster education program school climate?
3. What are the attitudes of educational managers, principals and teachers toward cluster education program?

4. What results are achieved in schools since the introduction of cluster education program?
5. What the challenges that influence cluster education programs?

In dealing with the research questions, literature was reviewed, questionnaires were distributed, and interview, focus group discussion, field observation and document review were carried out. 166 copies of questionnaire were distributed to teachers, directors and key teachers, experts'. Education team leaders and experts at different educational administrative offices were involved in the interviews.

The data obtained through questionnaires were analyzed and interpreted mainly using percentages, mean and t-test and data from interview and observation were analyzed qualitatively. Based on the results of data analysis and interpretation, the following major findings were obtained. The major findings are summarized as follows.

1. The proportion of female respondents were promising that consists 60 (43.5 %) of the teachers and 9(34.6%) principals appeared in the study.
2. With regard to the qualification, 67 (48.6%) of teachers and 12 (46.2%) of key teachers and directors were TTI graduates while 67 (48.6%) of teachers, not fit to the given educational level required by the Ethiopian Teacher Development program to run primary school education activity.
3. The teaching load of teachers was found to be high which is 26 and above periods weekly that hinder most teachers to make a meaningful participation in Cluster resource centers activities.

4. The distance between satellite schools and Cluster resource centers was found to be 1-2 K.M which seems not difficult to make frequent contact in cluster resource centers.
5. Further more 38 (27.5 %) of teachers, 3(11.5%) of key teachers and principals were full-fledged.
6. Among the objectives of school clustering promoting to conduct action research, upgrading teaching skills, familiarizing with technologies, student center approach, linking schools with various educational offices rated high with mean values 4.69, 4.62, 4.62, 4.42 and 4.42 by teachers. Key teachers and principals rated high on upgrading the teaching skills of teachers with mean 4.45, improving the quality of teaching learning with mean 4.39 and acquainting with modern technologies with mean 4.35.
7. The participation of satellite school teachers in planning, the role of key teachers in planning process and evaluation methods of cluster plan were rated low with significant difference among respondents.
8. The training program in cluster resource centers was aimed at quality of professional development of teachers with mean 3.68 considered to be important.
9. It was found that cluster based training accessible mainly to limited number of respondents. 75(54.3%) of teachers and 16(61.5%) of principals and key teachers did not received any training organized by C.R.C. Majority of them did not get opportunities. The magnitude of practicing training program in cluster resource centers was also found to be low. Moreover 37 (26.81%) of teachers and 7 (26.92%) principals and key teachers rated consideration of training low.

10. Regarding the areas of training of school cluster program, learner centered approach of teaching, continuous assessment; self contained classroom management was to be the most important by the teacher respondents while directors and key teachers ranked activity oriented centered approach. Further more, conducting action research, teaching aid preparation and classroom management ranked less important by teachers while conducting action research, teaching and preparation and self contained classroom management by principals and key teachers.
11. In relation to training, 11(44%) of key teachers and principals positively agreed that training programs was aligned with school annual plan.
12. With regard to evaluation process of the program, statistically more significant differences were observed on monthly evaluation of school clusters, participation of teachers in evaluating the program, focusing of evaluation on the promotion of skills and knowledge of teachers and on the over all program.
13. Statistically significant difference was observed between respondents on the specific objectives of school cluster program in promoting the involvement of parents in school administration and in sharing professional experience among teachers.

## **5.2 Conclusion**

School clustering is an alternative approach to deliver continuous professional development for updating and upgrading the teaching staff through trainings and informal sharing of experiences. The approach mainly works by developing capacity at cluster levels through empowering, providing educational equipments and reference books to enhance teachers' capacity. The under pinning principle behind school clustering is to create opportunities to provide

supplementary trainings to teachers to compliment pre service training and to influence classroom practices. The program has been undertaken a wide nation status and adopted in the ESDP as a national strategy with a view to establish quality standards in primary schools. From the literature and inferences made the implementation of school cluster program in Addis Ababa had problems. The physical conditions of the centers, including facilities, low attention to the program by all stake holders, low supervision and support to the program. However, many achievements have been registered including the objectives of the program have understood by stake holders, educational officials participate in planning the program, initiate teachers to conduct action research and to prepare teaching aids using local materials, increase teachers motivation towards their teaching and promote the community to participate in school management activities. Generally, the following lessons can be drawn from the ongoing program:

- Factors positively influencing SCP were decentralization of school management, positive attitudes of teachers toward SCP program there was also a strong belief in the professional development of teacher to develop their knowledge, skill, attitudes and abilities in mitigating educational problem and an agent of change in curriculum, pedagogy to improve the teaching learning hence SCP are the means to achieve it.
- Factors negatively influencing SCP were lack of incentives, shortage of budgets, insufficiency of time, poor planning and management high work load, limited opportunities of CPD programs, low initiation on the part of school principals and educational officials alienation of teachers from the planning and management of CPD programs. More over efforts of different stake holders and collaborators were not harmonized.

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## Appendix

**Sample cluster centers and satellite schools**

Name of Cluster Resource Center		Satellite schools	Total number. of Teachers			Total number of key teachers			Total no of Directors			Total number of student		
			M	F	T	M	F	T	M	F	T	M	F	T
Yekatit 23	1	Yekatit 23	93	61	154	2	1	3	1	-	1	2388	3108	5496
	2	Shawel Dema	15	3	18	-	-	-	-	1	1	208	205	413
	3	Tsehay Gebat	35	25	60	-	-	-	1	-	1	663	967	1630
	4	Brihanena Selam	8	4	12	-	-	-	1	-	1	109	137	246
	5	Radical Acadami	14	7	21	-	-	-	1	-	1	353	377	730
	6	Felege Hiyewot	18	6	24	-	-	-	-	1	1	371	544	915
	7	Dej. Hailu Tesfaye	21	5	26	-	-	-	1	-	1	772	920	1692
	8	AmanuelCathedra	31	8	39	-	-	-	1	-	1	218	215	433
	9	Dagmaw Brihan	14	7	21	-	1	1	1	-	1	353	377	730
Abesinya	1	Abyisinia	29	31	60	-	1	1	1	-	1	847	1006	1853
	2	Edeget	15	8	23	-	-	-	1	-	1	254	331	585
	3	Hibret Beligenet	9	8	17	-	1	1	-	1	1	247	229	476
	4	Betel Mekanyesus	10	13	23	1	2	3	1	-	1	-	568	568
	5	Holy Savior	10	4	14	-	-	-	1	-	1	119	89	208
	6	Selam No. 2	6	1	7	-	-	-	1	-	1	59	20	79
	7	Sunshine	11	2	13	1	-	1	1	-	1	104	112	216
		Total	325	186	511	4	6	10	13	3	16	6712	8828	15540

\*Source; Addis Ketema Sub City Education Department Annual abstract (2006\20)

**Addis Ababa University**  
**School of Graduate studies**  
**Institute of Educational Research**

**Questions are to be filled by teachers**

The main objective of this questionnaire is to collect necessary information for the study on problems and prospective in the implementation of cluster school program in Addis Ababa

It also helps to identify major problems hindering the quality provision of education at this level and to come up with some solutions that need to be designed for better provision. You are therefore, kindly requested to fill in the questionnaire because the success of this study directly depends up on your genuine responses to the questions.

Thank you for your cooperation in advance

**Instruction**

1. No Need of writing your name
2. Put an “ ✓ ” mark in the space provided for your answer
3. give short answers in the space provided for question items that are open ended

### Part one personal Data

1. Name of your school-----
2. Sex a. male\_\_\_\_ b. Female\_\_\_\_
3. Age a. below 23 years\_\_\_\_ d.37-45 year\_\_\_\_  
b. 24-28 years \_\_\_\_ e. above 46 year\_\_\_\_  
C. 29-36 years\_\_\_\_
4. Qualifications  
a. Grade 12 or 10 complete\_\_\_\_ d. diploma\_\_\_\_  
b. Graduated from TTI\_\_\_\_ e. B.A\_\_\_\_  
c. 12+- 1 or 10+1\_\_\_\_
5. According to new teacher career development structure your position is  
a. Fully fledged teacher\_\_\_\_ d. assistance lead teacher\_\_\_\_  
b. Senior teacher \_\_\_\_ e. leader teacher\_\_\_\_  
c. Teacher\_\_\_\_
- 6 work experience in currently employed school  
a. below five years\_\_\_\_ d. 16-20 years\_\_\_\_  
b. 5-10 years\_\_\_\_ e. 21 and above\_\_\_\_  
c. 11-15 years\_\_\_\_
7. Teaching load per week  
a. Below 5 period a week\_\_\_\_ e. 21-25 periods a week\_\_\_\_  
b. 5-10 periods a week\_\_\_\_ f. 26-30 periods a week\_\_\_\_  
c. 11-15 periods a week\_\_\_\_  
d. 16-20 periods a week\_\_\_\_
8. Distance from cluster resource center to your school  
a. less than 1 k.m\_\_\_\_ c. from 2-3 k.m\_\_\_\_  
b. from 1 -2 k.m d. more than 3.5 k.m\_\_\_\_

## 1. OBJECTIVES

1. What do you think are the objectives for school cluster in-service program? Please put your response in terms of priority by rating them as (5=strongly agree, agree=4 undecided=3, disagree=2 and strongly disagree=1 )

		Rating scale				
		1.	2	3	4	5
1.	Improves the quality of teaching learning process of the designated schools					
2.	Upgrade the teaching skills of teachers					
3.	Help teachers acquaint themselves with modern technological findings					
4.	Helps develop self motivated and student centered approach					
5.	Teachers can develop self confidence through upgrading pedagogical skills and competence.					
6.	Helps mobilize community to be the sole planning and management body of primary education.					
7.	Initiate teachers to conduct action research					
8	Helps to strengthen linkage among the various educational offices.					
9	Helps to establish good relationship among teachers and also conducive teaching learning environment in school					
10	Promotes change and innovation hence create efficient teacher learning environment.					

## 2. Planning issues

The following issues are designed to assess the planning activities of school cluster program. Please put your response in terms of priority by rating them as (strongly agree=5, agree=4, undecided=3, disagree =2, strongly disagree=1)

	Rating scale				
	1	2	3	4	5
Clearly identified objectives and implementation strategies at school level					
The involvement of satellite schools teachers in planning of school cluster program					
Training programs aimed at quality professional development and advancement of the staff					
Trainings are based on need assessment undertaken by participant					
The involvement of all stakeholders in planning ( city, sub city, Keble and school educational managers)					
Every staff member in cluster receive in-service training					
Participation of educational professionals in cluster planning at different levels.					
Cluster plan has clearly identified methods of evaluation.					
Involvement of collaborative (NGOs) in planning and training of cluster educational programs					
Trainings are continuous and include short visit, demonstration and experience sharing.					

### 3. Organizing

The following activities are designed to judge organizing activities of school cluster program. Please put your response by rating as

(Very good = 5, good = 4, Average = 3, Poor = 2 and very poor = 1)

		Rating scale				
		1	2	3	4	5
1	Delivery of trainings from city, sub city, Keble and school educational managers and staff members)					
2	The use of educational managers from (city sub city and Keble) in planning, organizing, facilitating and evaluating of school cluster program					
3	Consideration of school needs and conditions in undertaking trainings					
4	Existence of clearly stratified hierarchy of responsibility and organizational structure from the ministry of education down to school					
5	Availability of conducive working environment ( classrooms and schools)					
6	Setting an appropriate and conducive time frame for the training program					
7.	Delivery of trainings by external support providers(stakeholders)					
8.	Training programs are in line with school annual plan					



		Level
1	Learner centered approaches of instruction	
2	Activity oriented lesson preparation	
3	Continuous assessment	
4	Self contained class room organization	
5	Conducting action research	
6	Class room management	
7	Production and utilization of teaching learning materials	

4. please write any problems on cluster educational training
5. If your Answer for question number two law please write your reason

**The following items may relate to the impact of the school cluster program. Read each statement carefull and put your response by rating as Very high=5, high=4, average=3, low=2 very low=1**

		5	4	3	2	1
1.	Sustain ably promotes teachers professional skill					
2.	Provides an opportunity to share professional experiences among teachers					
3.	Motivates teachers to produce local teaching materials					
4.	Helps contextualize the curriculum so as to consider local environment					
5.	Given an opportunity of mentor the teaching staff					
6	Helps under take to engage in action research					
7	Enables teachers in gaining variety of skills , new ideas and experiences					
8	Helps discuss and exchange experiences on educational issues					
9	Enables school to efficiently utilize sources					
10	Parents will be part of the school administration and development					
11.	Encourage the school management to share ideas in decision making					
12.	Helps settle local problems that may be seen within the staff members					
13.	Promotes student center teaching					
14.	Encourages teachers to contextualize lessons					
15.	Promotes reading skills of students through formal and informal techniques					
16	Promote enrollment attendance and student achievement in the cluster					
17	Helps to aware feelings ,needs social and psychological problems of students					
18	Minimizes dropout rates and repeaters					

**Please give short answers for the following questions**

1. Please write your opinion towards school clustering
2. please write further comments to strengthening school clustering
3. Please write problems which hinder school clustering

**Addis Ababa University**  
**School of Graduate studies**  
**Institute of Educational Research**

**Questions are to be filled by Key teachers and directors**

The main objective of this questionnaire is to collect necessary information for the study on problems and prospective in the implementation of cluster school program in Addis Ababa

It also helps to identify major problems hindering the quality provision of education at this level and to come up with some solutions that need to be designed for better provision. You are therefore, kindly requested to fill in the questionnaire because the success of this study directly depends up on your genuine responses to the questions.

Thank you for your cooperation in advance

**Instruction**

1. No Need of writing your name
2. Put an “ ✓ ” mark in the space provided for your answer
3. give short answers in the space provided for question items that are open ended

### Part one personal Data

1. Name of your school-----
2. Sex a. male\_\_\_\_\_ b. Female\_\_\_\_\_
3. Age a. below 23 years\_\_\_\_\_ d.37-45 year\_\_\_\_\_  
b. 24-28 years \_\_\_\_\_ e. above 46 year\_\_\_\_\_  
C. 29-36 years\_\_\_\_\_
4. Qualifications  
a. Grade 12 or 10 complete\_\_\_\_\_ d. diploma\_\_\_\_\_  
b. Graduated from TTI\_\_\_\_\_ e. B.A\_\_\_\_\_  
c. 12+- 1 or 10+1\_\_\_\_\_
5. According to new teacher career development structure your position is  
a. Fully fledged teacher\_\_\_\_\_ d. assistance lead teacher\_\_\_\_  
b. Senior teacher \_\_\_\_\_ e. leader teacher\_\_\_\_  
c. Teacher\_\_\_\_\_
- 6 work experience in currently employed school  
a. below five years\_\_\_\_\_ d. 16-20 years\_\_\_\_\_  
b. 5-10 years\_\_\_\_\_ e. 21 and above\_\_\_\_\_  
c. 11-15 years\_\_\_\_\_
7. Teaching load per week  
a. Below 5 period a week\_\_\_\_\_ e. 21-25 periods a week\_\_\_\_  
b. 5-10 periods a week\_\_\_\_\_ f. 26-30 periods a week\_\_\_\_  
c. 11-15 periods a week\_\_\_\_\_  
d. 16-20 periods a week\_\_\_\_\_
8. Distance from cluster resource center to your school  
a. less than 1 k.m\_\_\_\_\_ c. from 2-3 k.m\_\_\_\_\_  
b. from 1 -2 k.m \_\_\_\_\_ d. more than 3.5 k.m\_\_\_\_\_

## 1. OBJECTIVES

1. What do you think are the objectives for school cluster in-service program? Please put your response in terms of priority by rating them as (5=strongly agree, agree=4 undecided=3, disagree=2 and strongly disagree=1 )

		Rating scale				
		1.	2	3	4	5
1.	Improves the quality of teaching learning process of the designated schools					
2.	Upgrade the teaching skills of teachers					
3.	Help teachers acquaint themselves with modern technological findings					
4.	Helps develop self motivated and student centered approach					
5.	Teachers can develop self confidence through upgrading pedagogical skills and competence.					
6.	Helps mobilize community to be the sole planning and management body of primary education.					
7.	Initiate teachers to conduct action research					
8	Helps to strengthen linkage among the various educational offices.					
9	Helps to establish good relationship among teachers and also conducive teaching learning environment in school					
10	Promotes change and innovation hence create efficient teacher learning environment.					

## 2. Planning issues

The following issues are designed to assess the planning activities of school cluster program. Please put your response in terms of priority by rating them as (strongly agree=5, agree=4, undecided=3, disagree =2, strongly disagree=1)

	Rating scale				
	1	2	3	4	5
Clearly identified objectives and implementation strategies at school level					
The involvement of satellite schools teachers in planning of school cluster program					
Training programs aimed at quality professional development and advancement of the staff					
Trainings are based on need assessment undertaken by participant					
The involvement of all stakeholders in planning ( city, sub city, Keble and school educational managers)					
Every staff member in cluster receive in-service training					
Participation of educational professionals in cluster planning at different levels.					
Cluster plan has clearly identified methods of evaluation.					
Involvement of collaborative (NGOs) in planning and training of cluster educational programs					
Trainings are continuous and include short visit, demonstration and experience sharing.					

### 3. Organizing

The following activities are designed to judge organizing activities of school cluster program. Please put your response by rating as

Very good = 5, good = 4, Average = 3, Poor = 2 and very poor = 1)

		Rating scale				
		1	2	3	4	5
1	Delivery of trainings from city, sub city, Keble and school educational managers and staff members)					
2	The use of educational managers from (city sub city and Keble) in planning, organizing, facilitating and evaluating of school cluster program					
3	Consideration of school needs and conditions in undertaking trainings					
4	Existence of clearly stratified hierarchy of responsibility and organizational structure from the ministry of education down to school					
5	Availability of conducive working environment ( classrooms and schools)					
6	Setting an appropriate and conducive time frame for the training program					
7.	Delivery of trainings by external support providers(stakeholders)					
8.	Training programs are in line with school annual plan					



Level

1	Learner centered approaches of instruction	
2	Activity oriented lesson preparation	
3	Continuous assessment	
4	Self contained class room organization	
5	Conducting action research	
6	Class room management	
7	Production and utilization of teaching learning materials	

4. please write any problems on cluster educational training
5. If your Answer for question number two law please write your reason

The following items may relate to the impact of the school cluster program. Read each statement carefull and put your response by rating as Very high=5, high=4, average=3, low=2 very low=1

		5	4	3	2	1
1.	Sustain ably promotes teachers professional skill					
2.	Provides an opportunity to share professional experiences among teachers					
3.	Motivates teachers to produce local teaching materials					
4.	Helps contextualize the curriculum so as to consider local environment					
5.	Given an opportunity of mentor the teaching staff					
6	Helps under take to engage in action research					
7	Enables teachers in gaining variety of skills , new ideas and experiences					
8	Helps discuss and exchange experiences on educational issues					
9	Enables school to efficiently utilize sources					
10	Parents will be part of the school administration and development					
11.	Encourage the school management to share ideas in decision making					
12.	Helps settle local problems that may be seen within the staff members					
13.	Promotes student center teaching					
14.	Encourages teachers to contextualize lessons					
15.	Promotes reading skills of students through formal and informal techniques					
16	Promote enrollment attendance and student achievement in the cluster					
17	Helps to aware feelings ,needs social and psychological problems of students					
18	Minimizes dropout rates and repeaters					

**Please give short answers for the following questions**

1. Please write your opinion towards school clustering
2. please write further comments to strengthening school clustering
3. Please write problems which hinder school clustering

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት መርሃ ግብር  
የጥናትና ምርምር ክፍል

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ በሚገኙ የመጀ/ደ/ት/ቤቶች ጉድጓት (የክላስተር ፕሮግራም) እያካሄዱ ያሉትን እንቅስቃሴዎች በመገምገም እያበረከቱ ያሉትን አስተዋፅኦዎች መዳሰስና በአንጻሩ ያጋጠሙአቸውን ችግሮች ለይቶ በማየት ለችግሮቹ የመፍትሄ ሀሳብ ለማቅረብ ነው።

ስለሆነም እርስዎ ባለዎት የት/ቤቶች ጉድጓት ቅርብት ምክንያት አስፈላጊውን መልስ በመስጠትና መጠይቁን በጊዜ ሞልተው በመመለስ ለዓላመው መሣካት የበኩልዎን ድርሻ እንዲወጡ እየጠየቅኩኝ መጠይቁን በመሙላት ጊዜዎን ስለአካፋሉኝ በቅድሚያ አመሰግናለሁ።

በ ር/መምህራንና ቁልፍ መምህራን የሚሞላ መጠይቅ

1. መጠይቅ ላይ ስም መጻፍ አያስፈልግም።
2. ለቀረቡት ጥያቄዎች ትክክለኛ መልስ ፊደል የሚሉትን በቀረበው የመልስ መስጫ ስንጠረጎር «✓» ምልክት ያድርጉ።
3. ለቀረቡት ጥያቄዎች ተጨማሪ ማብራሪያ በተሰጠው ክፍት ቦታ ላይ ይጠቀሙ።

## ክፍል አንድ

1. የት/ቤተ ስም \_\_\_\_\_
  2. ያታ                      ሀ. ወንድ-----                      ለ. ሴት-----
  3. እድሜ                      ሀ. ከ23 ዓመት በታች -----                      ለ. ከ24-28 ዓመት-----  
    ሐ. ከ29-36 ዓመት -----                      መ. ከ37-45 ዓመት-----
  4. የትም/ደረጃ  
                                  ሀ. 12ኛ ወይ 10ኛ ክፍል ያጠናቀቀ ---                      ሐ. 12 + 1 ወይም 10 + 1-----  
                                  ለ. የመምህራን ማሰልጠኛ ምሩቅ-----                      መ. ዲፕሎማ -----
  5. በመምህራን የደረጃ እድገት መሰላል አሁን ያሉበት ደረጃ  
                                  ሀ. ጀማሪ መምህር -----                      ሐ መምህር-----  
                                  ለ. መለስተኛ መምህር-----                      መ. ክፍተኛ መምህር -----  
                                  ሠ. ተባባሪ መሪ መምህር-----
  6. በመምህርነት የአገልግሎት ዘመን  
                                  ሀ. ከ5 ዓመት በታች -----                      መ. ከ16-20 ዓመት-----  
                                  ለ. ከ5-10 ዓመት -----                      ሠ. 21 እና ከ21 ዓመት በላይ-----  
                                  ሐ. ከ11-15 ዓመት-----
  7. በሳምንት የሚያስተምሩት የክፍል ጊዜያት ብዛት  
                                  ሀ. ከ5 ክፍለ ጊዜያት በታች -----                      መ. ከ16-20 ክፍለ ጊዜያት-----  
                                  ለ. ከ5-10 ክፍለ ጊዜያት-----                      ሠ. ከ21-25 ክፍለ ጊዜያት-----  
                                  ሐ. ከ11-15 ክፍለ ጊዜያት-----                      ረ. ከ26-30 ክፍለ ጊዜያት-----
  8. የሚያስተምሩበት ት/ቤት ከጉድጓት ማእከሉ ያለው ርቀት  
                                  ሀ. ከ1 ኪሎ ሜትር በታች -----                      ሐ.ከ2—3ኪ.ሜ-----  
                                  ለ. ከ1—2ኪ.ሜ-----                      መ. ከ3.5 ኪ.ሜና በላይ-----
- አሁን በመስራት ላይ በሚገኙበት ት/ቤት የገልግሎት ዘመን
- ሀ. ከ5 አመት በታች -----                      ሐ. ከ11-15 ዓመት-----
- ለ. ከ5 - 10 አመት -----                      መ ከ16 - 20 አመት-----
- ሠ. ከ20 አመት በላይ-----

## ክፍል 2

### ዓላማ

የት/ቤቶች ጉድጃት ዓላማዎች ናቸው ተብለው ከተዘረዘሩት መካከል እርስዎ የሚስማሙበትን በጣም እስማማለሁ=5 እስማማለሁ=4 አልዎሰንኩም =3፣ አልስማማም= 2፣ በጣም አልስማማም= 1 በማላት ይመልሱ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	በት/ቤቶች የመማር ማስተማር ሂደትና ጥራትን ለማሻሻል					
2.	የመምህራንን የማስተማር ብቃት ለማዳበር					
3	መምህራንን ከዘመናዊና ከአዳዲስ ግኙቶች ጋር ለማስተዋወቅ					
4	የመምህራንን ተነሳሽነትና ተማሪ ተኮር የማስተማር ስነ ዘዴን ለማዳበር					
5	የመምህራንን በራስ የመተማመን ስሜት ለማዳበርና ብቁ ተፎካካሪ ለማድረግ					
6	ሀብረተሰቡ በትምህርት ላይ ያለውን ግንዛቤ እንዲጨምርና የት/ቤት ባለቤትነትን ለማረጋገጥ					
7	መምህራንን ጥናትና ምርምር እንዲያካሂዱ ለማነሳሳት					
8	ከተለያዩ የትምህርት መዋቅሮች ጋር ግንኙነት ቶችን ለማጠናከር					
9	በመምህራን መካከል ጥሩ የስራ ግንኙነት ለመፍጠርና ት/ቤቱን ምቹ የመማር ማስተማር አካባቢ ለማድረግ					
10	ፈጣን ለውጥ በማመቻቸት ምቹ የመማር ማስተማርን ሂደት ለመፍጠር					

## 2. እቅድን በተመለከተ

የሚከተሉት የ/ት ቤቶች ጉድጓት እቅድ አተገባበር በተመለከተ ለቀረቡት ጥያቄዎች ለሚሰጡት ምላሽ በጠም እስማማለሁ 5፣ እስማማለሁ 4፣ እርግጠኛ አይደለሁም 3፣ አልስማማም=2 በጣም አልስማማም = 1 በማለት ያስቀምጡ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	የጉድጓት ማእከሉ በግልጽ የተቀመጠ እቅድና የአፈጻጸም ስልት አለው					
2.	የጉድጓት ማእከሉ አባላት የሆኑ ት/ቤቶች በጉድጓቱ እቅድ ዝግጅት ላይ ይሳተፋሉ					
3	በጉድጓት ማእከሉ የሚሰጡ ስልጠናዎች አላማ የመምህራን የሙያ ማሻሻያ ጥራት ለማብቃትና ለማዳበር የሚያግዙ መሆናቸው					
4	በጉድጓት ማእከል ለሚሰጠው ስልጠና የሳታፊዎች ፍላጎት ላይ የተመሰረተ መሆኑ					
5	የአጋር ድርጅቶች (ትም/ቢሮ ትም/መምሪያ/፣ ቀበሌ፣ ት/ቤት) በት/ቤቶች ጉዳዮች እቅድ ተሳታፊነት					
6	በጉድጓቱ የታቀፉ ት/ቤቶች መምህራን በጉድጓት ማዕከል ስልጠና ላይ መሳተፍ					
7	በት.ቤቶች ጉድጓት ዕቅድና ስልጠና ላይ በቂ የትምህርት ባለሙያዎች ተሳትፎ መኖር					
8	የጉድጓቱ እቅድ አፈጻጸም ክትትል ዘዴ በዕቅዱ ላይ መቀመጡ					
9	የተባባሪ ድርጅቶች (መያድ) በጉድጓቱ እቅድ አፈጻጸም ላይ የሚኖራቸው አስተዋጽኦ በአግባቡ መቀመጥ					
10	በጉድጓት ማእከሉ የሚሰጠው ስልጠና፣ በተከታታይ ፡በዐጫጭር ፣ ስርቶ ማሳያና ጉብኝትን ያካተተ መሆኑ።					

### 3 አደረጃጀት

የጉድገት ማእከላት አፈጻጸማቸውን ውጤታማ ለማድረግ የሚያደርጉአቸው እንቅስቃሴዎች ተጠቅሰዋል በመሆኑም የእርስዎን ምላሽ :-በጣም ጥሩ 5፣ ጥሩ 4፣ አማካይ 3፣ ጥሩ ያልሆነ 2፣ በጣም ጥሩ ያልሆነ 1፣ በማስቀመጥ ይመልሱ

ተ. ቁ		መመዘኛ መስፈርት				
		5	4	3	2	1
1	ከትም/ቤር :-ከ/ትም መምሪያ፣ከቀበሌና ከት/ቤት የሚገኘውን የሰው ሀይል በመጠቀም ስልጠና መስጠት።					
2	ከትም/ቤር ከ/ትም መምሪያ ከት/ቤት የትም/ ባለሙያዎችና መምህራን የጉድገቱን እንቅስቃሴ በማመቻቸትና በመገምገም መሳተፍ					
3	ስልጠናዎችን ለማካሄድ የት/ቤቱን ፍላጎትና ሁኔታ ያካተተ መሆኑ።					
4	ከፌደራል ት/ሚ እስከ ት/ቤት ድረስ የተዘረጋ የስራ መዋቅር መኖር					
5	አመቺ የስራ አካባቢ (የመማር ማስተማር) ሂደት ማመቻቸት					
	ለስልጠና ተስማሚና ምቹ ጊዜ መምረጥ					
	የተለያዩ ባለሙያ በመጋበዝ ስልጠናዎችን መስጠት					
6	ስልጠናዎችን ከት/ቤት ዕቅድ ጋር ማጣጣም					

## 4 ግምገማን በተመለከተ

1. የድኝት ማእከላትን የሥራ እንቅስቃሴ ሊያፋጥኑ የሚችሉ ሁኔታዎች ተዘርዘረዋል በመሆኑም በቀረቡት ላይ መልሰዎን :-በጣም እስማማለሁ-5፣ እስማማለሁ-4፣ እርግጠኛ አይደለሁም-3፣ አልስማማም-2፣ በፍጹም አልስማማም-1 በማለት ያስቀምጡ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	በት/ቤቶች ጌድኝት መርሃ ግብር ላይ ወርሃዊ ግምገማ ማካሄድ					
2.	መምህራን በት/ቤቶች ጉድኝት ግምገማ ላይ ንቁ ተስተፎ ማድረግ					
3	ተባባሪ ድረጅቶች በፕሮግራሙ ላይ ግምገማ ያካሂዳሉ።					
4	የግምገማው ሂደት ትኩረት የሚሰጠው በተሳታፊዎች ክህሎትና ዕውቀት ላይ መሆኑ					
5	ግምገማው የጉድኝቱን እንቅስቃሴ አጠቃላይ ሂደት መሰረት ያደረገ መሆኑ					
6	የግምገማው ውጤት ለሚመለከታቸው ክፍሎች በተገቢው ሪፖርት ይደረጋል።					
7	መምህራን የወሰዱ አቸው ስልጠናዎች በሙያቸው ላይ ያመጣውን ለውጥ እንዲገመገሙ ማድረግ።					

2. በጉድኝት ማእከላት የሥራ አፈጻጸም ላይ የሚደረገውን የግምገማ ስልት በተመለከተ ያለዎትን አስተያየት ቢገልጹልኝ፡-

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5. የጉድጓት ፕሮግራም ለት/ቤቶችና ለመምህራን ሙያ መሻሻል ያላቸውን ጠቀሜታ

1 በጉድጓት ማእከል ስልጠና ወስደው ያውቃሉ?

- ሀ. አዎ                      ለ. አላውቅም

2. ለተራ ቁጥር 1 መልስዎ አዎ ከሆነ የት /ቤቶች ጉድጓት ዕቅድ የተለያዩ ስልጠናዎችን ያካተተ መሆኑ

- ሀ . በከፍተኛ ሁኔታ                      ለ. መጠነኛ                      ሐ. ዝቅተኛ

3. ለተራ ቁጥር 1 የሰጡት መልስ ከፍተኛና መጠነኛ ከሆነ የተካፈሉበት የሚችሉት ስልጠና ትኩረት ሊያደረግባቸው ከሚችሉት ነጥቦች መካከል ጥቂቶቹ ከዚህ በታች ተዘርዝረዋል። በመሆኑም ለእርስዎ ሙያ መሻሻል ያደረገልዎትን እገዛ (1-7) በደረጃ ያስቀምጡ።

ተ/ቁ	ስልጠናው አይነት	ደረጃ
1.	ተማሪ ተኮር የማስተማው ስልት	
2.	ተግባር ተኮር የዕቅድ ዝግጅት	
3.	የተከታታይ ምዘና አተገባበር	
4	አሃዳዊ የትምህርት አሰጣጥ	
5	ተግባራዊ ጥናትና ምርምር ዘዴ	
6	የክፍል ስነስርዓት አያያዝ	
7	የትምህርት መርጃ አዘገጃጀት	

4. በስልጠናው ላይ ያጋጠሙት ችግር ካለ ቢገልጹ \_\_\_\_\_

5. ለተራ ቁጥር 2 የሰጡት መልስ ዝቅተኛ ከሆነ ምክንያቱን ቢገልጹ \_\_\_\_\_

6. የጉድኝት ፕሮግራም ጠቀሜታዎች ከተዘረዘሩት መካከል በጣም ከፍተኛ =5 ከፍተኛ =4 መጠነኛ =3 ዝቅተኛ=2 በጣም ዝቅተኛ=1 በማለት ያስቀምጡ

		5	4	3	2	1
1.	በቀጣይ የመምህራን የሙያ ብቃትና ክህሎት ያደብራል።።					
2.	በመምህራን መካከል ሙያዊ የልምድ ልውውጥ ለማካሄድ ይረዳል።።					
3.	መምህራን አካባቢው ሃብት የት/ም መርጃ እንዲያዘጋጁ ይገፋፋል።።					
4.	ሲሮተ ትምህርቱን ከአካባቢው ተጨባጭ ሁኔታ ጋር ለማጣጣም ይረዳል።።					
5.	መምህራንን ለማማከር					
6.	ተግባር ተኮር ጥናትና ርምር ለማካሄድ ይረዳል					
7.	መምህራን የተለያዩ አዳዲስ ሃሳቦች፣ ክህሎት እንዲያገኙ ይረዳል።።					
8.	በትም/ርት ነክ ጉዳዮች ላይ ለመወያየትና ልምድም ለመለዋወጥ ይረዳል።።					
9.	ት/ቤቶች ተገቢ በሆነ መልኩ ሀብታቸውን ዕንዲጠቀሙ ያድርጋል					
10.	ወላጆች በት/ቤት አስተዳደርና ዕድገት ዐጋር ዕንዲሆኑ ይረዳል					
11.	በት/ቤተ አስተዳደር በውሳኔዎች ላይ ሃሳብ እንዲሸራሸር ያበረታታል።።					
12.	በት/ቤትና በመምህራን መካከል የሚፈጠሩ ችግሮችን ለመፍታት ይረዳል።።					
13.	ተማሪ ተኮር የማስተማር ስልትን ለመተግበር ይረዳል።።					
14.	መምህራን ስርዓተ ትምህርቱን እንዲያሰርጹ ያግዛል					
15.	የተማሪዎችን መደበኛና መደበኛ ባልሆነ መንገድ የማንበብ ልምዳቸውን እንዲያደብሩ ይረዳል።።					
16.	የተማሪዎችን ተሳትፎ ለመላደግና ውጤታቸው እንዲሻሻል ይረዳል።።					
17.	የተማሪዎችን ስሜት ፍላጎት ማበራዊና ስነ ልቦናዊ ችግሮቻቸውን ለመገንዘብ ይረዳል።።					
18.	የደጋግና የሚያቋርጡ ተማሪዎችን ቁጥር ለመቀነስ ይረዳል					

6. አጠቃላይ አስተያየት

1. መምህራን በጉድኝት ፕሮግራም ላይ ያላቸውን አመለካከት ይግለጹ

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2. የክለስተር ፕሮግራም ውጤታማ እንዲሆን መደረግ አለበት የሚሉት ሀሳብ ካለዎት በአጭሩ ይግለጹ።

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3. በክለስተር ፕሮግራም አራጸጸም ላይ ያለውን ችግር ይጥቀሱ

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# አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት መርሃ

## መርሃ ግብር የጥናትና ምርምር ክፍል

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ በሚገኙ የመጀ/ደ/ት/ቤቶች ጉድጓት(የክላስትር ፕሮግራም) እያካሄዱ ያሉትን እንቅስቃሴዎች በመገምገም እያበረከቱ ያሉትን አስተዋፅኦዎች መዳሰስና በአንጻሩ ያጋጠሙአቸውን ችግሮች ለይቶ በማየት ለችግሮቹ የመፍትሄ ሀሳብ ለማቅረብ ነው።

ስለሆነም እርስዎ ባለዎት የት/ቤቶች ጉድጓት ቅርበት ምክንያት አስፈላጊውን መልስ በመስጠትና መጠይቁን በጊዜ ሞልተው በመመለስ ለዓላማው መሳካት የበኩልዎን ድርሻ እንዲወጡ እየጠየቅኩኝ መጠይቁን በመሙላት ጊዜዎን ስለአካፋሉኝ በቅድሚያ አመሰግናለሁ።

### በመምህራን የሚሞላ መጠይቅ

1. መጠይቅ ላይ ስም መጻፍ አያስፈልግም።
2. ለቀረቡት ጥያቄዎች ትክክለኛ መልስ ፊደል የሚሉትን በቀረበው የመልስ መስጫ ሰንጠረዥ «✓» ምልክት ያድርጉ።
3. ለቀረቡት ጥያቄዎች ተጨማሪ ማብራሪያ በተሰጠው ክፍት ቦታ ላይ ይጠቀሙ።

## ክፍል አንድ

- 1 የት/ቤቱ ስም \_\_\_\_\_
- 2 የታ ሀ. ወንድ \_\_\_\_\_ ለ. ሴት \_\_\_\_\_
- 3 እድሜ ሀ. ከ23 ዓመት በታች \_\_\_\_\_ ለ. ከ24-28 ዓመት \_\_\_\_\_  
 ሐ. ከ29-36 ዓመት \_\_\_\_\_ መ. ከ37-45 ዓመት \_\_\_\_\_
- 4 የትም/ደረጃ  
 ሀ. 12ኛ ወይ 10ኛ ክፍል ያጠናቀቀ \_\_\_\_\_ ሐ. 12 + 1 ወይም 10 + 1 \_\_\_\_\_  
 ለ. የመምህራን ማሰልጠኛ ምሩቅ \_\_\_\_\_ መ. ዲፕሎማ \_\_\_\_\_
- 5 በመምህራን የደረጃ እድገት መሰላል አሁን ያሉበት ደረጃ  
 ሀ. ጀማሪ መምህር \_\_\_\_\_ ሐ መምህር \_\_\_\_\_  
 ለ. መለስተኛ መምህር \_\_\_\_\_ መ. ክፍተኛ መምህር \_\_\_\_\_  
 ሠ. ተባባሪ መሪ መምህር \_\_\_\_\_
- 6 በመምህርነት የአገልግሎት ዘመን  
 ሀ. ከ5 ዓመት በታች \_\_\_\_\_ መ. ከ16-20 ዓመት \_\_\_\_\_  
 ለ. ከ5-10 ዓመት \_\_\_\_\_ ሠ. 21 እና ከ21 ዓመት በላይ \_\_\_\_\_  
 ሐ. ከ11-15 ዓመት \_\_\_\_\_
- 7 በሳምንት የሚያስተምሩት የክፍል ጊዜያት ብዛት  
 ሀ. ከ5 ክፍለ ጊዜያት በታች \_\_\_\_\_ መ. ከ16-20 ክፍለ ጊዜያት \_\_\_\_\_  
 ለ. ከ5-10 ክፍለ ጊዜያት \_\_\_\_\_ ሠ. ከ21-25 ክፍለ ጊዜያት \_\_\_\_\_  
 ሐ. ከ11-15 ክፍለ ጊዜያት \_\_\_\_\_ ረ. ከ26-30 ክፍለ ጊዜያት \_\_\_\_\_
- 8 የሚያስተምሩበት ት/ቤት ከጉድጓት ማእከሉ ያለው ርቀት  
 ሀ. ከ1 ኪ.ሎ ሜትር በታች \_\_\_\_\_ ሐ. ከ2-3 ኪ.ሜ \_\_\_\_\_  
 ለ. ከ1-2 ኪ.ሜ \_\_\_\_\_ መ. ከ3.5 ኪ.ሜ በላይ \_\_\_\_\_
- 9 አሁን በመስራት ላይ በሚገኙት ት/ቤት የግልግሎት ዘመን  
 ሀ. ከ5 አመት በታች \_\_\_\_\_ ሐ. ከ11-15 ዓመት \_\_\_\_\_  
 ለ. ከ5 - 10 አመት \_\_\_\_\_ መ ከ16 - 20 አመት \_\_\_\_\_  
 ሠ. ከ20 አመት በላይ \_\_\_\_\_

## ለመምህራን የቀረበ መጠይቅ

### ክፍል 2

#### ዓላማ

የት/ቤቶች ጉድጓት ዓላማዎች ናቸው ተብለው ከተዘረዘሩት መካከል እርስዎ የሚስማሙበትን በጣም እስማማለሁ=5 እስማማለሁ=4 አልዎሰንኩም =3፣ አልስማማም= 2፣ በጣም አልስማማም= 1 በማላት ይመልሱ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	በት/ቤቶች የመማር ማስተማር ሂደትና ጥራትን ለማሻሻል					
2.	የመምህራንን የማስተማር ብቃት ለማዳበር					
3	መምህራን ከዘመናዊና ከአዳዲስ ግንኙነቶች ጋር ለማስተዋወቅ					
4	የመምህራንን ተነሳሽነትና ተማሪ ተኮር የማስተማር ስነ ዘዴን ለማዳበር					
5	የመምህራንን በራስ የመተማመን ስሜት ለማዳበርና ብቁ ተፎካካሪ ለማድረግ					
6	ሀብረተሰቡ በትምህርት ላይ ያለውን ግንዛቤ እንዲጨምርና የት/ቤት ባለቤትነትን ለማረጋገጥ					
7	መምህራንን ጥናትና ምርምር እንዲያካሂዱ ለማነሳሳት					
8	ከተለያዩ የትም/ርት መዋቅሮች ጋር ግንኙነቶችን ለማጠናከር					
9	በመምህራን መካከል ጥሩ የስራ ግንኙነት ለመፍጠርና ት/ቤቶችን ምቹ የመማር ማስተማር አካባቢ ለማድረግ					
10	ፈጣን ለውጥ በማመቻቸት ምቹ የመማር ማስተማርን ሂደት ለመፍጠር					

## 2. እቅድን በተመለከተ

የሚከተሉት የ/ት ቤቶች ጉድጓት\_እቅድ አተገባበር በተመለከተ ለተረቡት ጥያቄዎች ለሚሰጡት ምላሽ በጠም እስማማለሁ 5፣ እስማማለሁ 4፣ እርግጠኛ አይደለሁም 3፣ አልስማማም=2 በጣም አልስማማም = 1 በማለት ያስተምጡ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	የጉድጓት ማእከሉ በግልጽ የተቀመጠ እቅድና የአፈጻጸም ስልት አለው					
2.	የጉድጓት ማእከሉ አባላት የሆኑ ት/ቤቶች በጉድጓቱ እቅድ ዝግጅት ላይ ይሳተፋሉ					
3	በጉድጓት ማእከሉ የሚሰጡ ስልጠናዎች አላማ የመምህራን የሙያ ማሻሻያ ጥራት ለማብቃትና ለማዳበር የሚያግዙ መሆናቸው					
4	በጉድጓት ማእከል የሚሰጠው ስልጠና የሳታፊዎች ፍላጎት ላይ የተመሰረተ መሆኑ					
5	የአጋር ድርጅቶች (ትም/ቢሮ ትም/መምሪያ ቀበሌ) በት/ቤቶች ጉዳዮች እቅድ ተሳታፊነት					
6	በጉድጓቱ የታቀፉ ት/ቤቶች መምህራን በጉድጓት-ማዕከል ስልጠና ላይ መሳተፍ					
7	በት.ቤቶች ጉድጓት ዕቅድና ስልጠና ላይ በቂ የትምህርት ባለሙያዎች ተሳትፎ መኖር					
8	የጉድጓቱ እቅድ አፈጻጸም ክትትል ዘዴ በዕቅዱ ላይ መቀመጡ					
9	የተባባሪ ድርጅቶች (መያድ) በጉድጓቱ እቅድ አፈጻጸም ላይ የሚኖራቸው አስተዋጽኦ በአግባቡ መቀመጥ					
10	በጉድጓት ማእከሉ የሚሰጠው ስልጠና፣ በተከታታይ ፡በዐጫጭር ፣ ሰርቶ ማሳያና ጉብኝትን ያካተተ መሆኑ።					

## 4 ግምገማን በተመለከተ

1. የጉድኝት ማእከላትን የስራ እንቅስቃሴ ሊያፋጥኑ የሚችሉ ሁኔታዎች ተዘርዝረዋል በመሆኑም በቀረቡት ላይ መልሰዎን :-በጣም እስማማለሁ=5፣ እስማማለሁ 4፣ እርግጠኛ አይደለሁም 3፣ አልስማማም 2፣ በፍጹም አልስማማም1 በማለት ያስቀምጡ::

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	በት/ቤቶች ጌድኝት መርሃ ግብር ላይ ወርሃዊ ግምገማ ማካሄድ					
2.	መምህራን በት/ቤቶች ጉድኝት ግምገማ ላይ ንቁ ተስተፎ ማድረግ					
3	ተባባሪ ድረጅቶች በፕሮግራሙ ላይ ግምገማ ያካሂዳሉ::					
4	የግምገማው ሂደት ትኩረት የሚሰጠው በተሳታፊዎች ክህሎትና ዕውቀት ላይ መሆኑ					
5	ግምገማው የጉድኝቱን እንቅስቃሴ አጠቃላይ ሂደት መሰረት ያደረገ መሆኑ					
6	የግምገማው ውጤት የሚመለከታቸው ክፍሎች በተገቢው ሪፖርት ይደረጋል::					
7	መምህራን የወሰዱአቸው ስልጠናዎች በሙያቸው ላይ ያመጣውን ለውጥ እንዲገመገሙ ማድረጉ::					

2. በጉድኝት ማእከላት የስራ አፈጻጸም ላይ የሚደረገውን የግምገማ ስልት በተመለከተ ያለዎትን አስተያየት ቢገልጹልኝ:-

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5. የጉድገት ፕሮግራም ለት/ቤቶችና ለመምህራን ሙያ

መሻሻል ያላቸውን ጠቀሚታ ባተመለከተ

1 በጉድገት ማእከል ስልጠና ወስደው ያውቃሉ?

- ሀ. አዎ                      ለ. አላውቅም

2. ለተራ ቁጥር 1 መልስዎ አዎ ከሆነ የት /ቤቶች ጉድገት ዕቅድ የተለያዩ ስልጠናዎችን ያካተተ መሆኑ

- ሀ . በከፍተኛ ሁኔታ                      ለ. መጠነኛ                      ሐ. ዝቅተኛ

3. ለተራ ቁጥር 1 የሰጡት መልስ ከፍተኛና መጠነኛ ከሆነ ተካፍለውበት የሚችሉት ስልጠና ትኩረት ሊያደረግባቸው ከሚችሉት ነጥቦች መካከል ጥቂቶቹ ከዚህ በታች ተዘርዝረዋል። በመሆኑም ለእርሶዎ ሙያ መሻሻል ያደረገልዎትን እገዛ (1-7) በደረጃ ያስቀምጡ፡

ተ/ቁ	ስልጠናው አይነት	ደረጃ
1.	ተማሪ ተኮር የማስተማር ስልት	
2.	ተግባር ተኮር የዕቅድ ዝግጅት	
3.	የተከታታይ ምዘና አተገባበር	
4	አሃዳዊ የትምህርት አሰጣጥ	
5	ተግባራዊ ጥናትና ምርምር ዘዴ	
6	የክፍል ስነስርዓት አያያዝ	
7	የትምህርት መርጃ አዘገጃጀት	

4. በስልጠናው ላይ ያጋጠሞት ችግር ካለ ቢገልጹ\_\_\_\_\_

\_\_\_\_\_

5. ለተራ ቁጥር 2 የሰጡት መልስ ዝቅተኛ ከሆነ ምክንያቱን ቢገልጹ

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6. የጉድገት ፕሮግራም ጠቀሜታዎች ከተዘረዘሩት መካከል በጣም ከፍተኛ =5 ከፍተኛ =4 መጠነኛ =3 ዝቅተኛ=2 በጣም ዝቅተኛ=1 በማለት ያስቀምጡ

		5	4	3	2	1
1.	በቀጣይ የመምህራን የሙያ ብቃትና ክህሎትን ያደብራል።					
2.	በመምህራን መካከል ሙያዊ የልምድ ልውውጥ ለማካሄድ ይረዳል።					
3.	መምህራን አካባቢው ላይ የትምህርት/ምርመራ እንዲያዘጋጁ ይገፋፋል።					
4.	ስርዐተ ትምህርቱን ከአካባቢው ተባብሮ ሁኔታ ጋር ለማጣጣም ይረዳል።					
5.	መምህራንን ለማማከር					
6.	ተግባር ተኮር ጥናትና ርምር ለማካሄድ ይረዳል					
7.	መምህራን የተላያዩ አዳዲስ ሃሳቦች ክህሎት ልምድ እንዲያገኙ ይረዳል።					
8.	በት/ርት ነክ ጉዳዮች ላይ ለመወያየትና ልምድም ለመለዋወጥ ይረዳል።					
9.	ት/ቢቶች ተገቢ በሆነ መልኩ ሀብታችሁን ዕንዲቀጠሙ ያድርጋል					
10.	ወላጆች በት/ቢት አስተዳደርና እድገት አጋር እንዲሆኑ ይረዳል					
11.	በት/ቤተ አስተዳደር በውሳኔዎች ላይ ሃሳብ እንዲሸራሸር ያበረታታል።					
12.	በት/ቤትና በመምህራን መካከል የሚፈጠሩ ችግሮችን ለመፍታት ይረዳል።					
13.	ተማሪ ተኮር የማስተማር ስልትን ለመተግበር ይረዳል።					
14.	መምህራን ስርዓተ ትምህርቱን እንዲያሰርጹ ያግዛል					
15.	የተማሪዎችን መደበኛና መደበና ባልሆነ መንገድ የማንበብ ልምዳቸውን እንዲያደብሩ ይረዳል።					
16.	የተማሪዎችን ተሳትፎ ለመሳደግና ውጤታቸው እንዲሻሻል ይረዳል።					
17.	የተማሪዎችን ስሜት ፍላጎት ማበራዊና ስነ ልቦናዊ ችግሮቻቸውን ለመገንዘብ ይረዳል።					
18.	የደጋግና የሚያቋርጡ ተማሪዎችን ቁጥር ለመቀነስ ይረዳል					

6. አጠቃላይ አስተያየት

1. እርሶዎ በጉድጓት ፕሮግራሙ ላይ ያለዎትን አመለካከት ይግለጹ

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2. የክለስተር ፕሮግራም ውጤታማ እንዲሆን መደረግ አለበት የሚሉት ሀሳብ ካለዎት በአጭሩ ይግለጹ።

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3. በክለስተር ፕሮግራም አፈጻጸም ላይ ያለውን ችግር ይጥቀሱ

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## ክፍል አንድ

1. የት/ቤቱ ስም \_\_\_\_\_
  2. የታ                      ሀ. ወንድ-----                      ለ. ሴት-----
  3. እድሜ                      ሀ. ከ23 ዓመት በታች-----                      ለ. ከ24-28 ዓመት-----  
    ሐ. ከ29-36 ዓመት       -----                      መ. ከ37-45 ዓመት-----
  4. የትም/ደረጃ  
                                  ሀ. 12ኛ ወይ 10ኛ ክፍል ያጠናቀቀ       -----                      ሐ. 12 + 1 ወይም 10 + 1-----  
                                  ለ. የመምህራን ማሰልጠኛ ምሩቅ-----                      መ. ዲፕሎማ       -----
  5. በመምህራን የደረጃ እድገት መሰላል አሁን ያሉበት ደረጃ  
                                  ሀ. ጀማሪ መምህር       -----                      ሐ መምህር-----  
                                  ለ. መለስተኛ መምህር-----                      መ. ከፍተኛ መምህር       -----  
                                  ሠ. ተባባሪ መሪ መምህር-----
  6. በመምህርነት የአገልግሎት ዘመን  
                                  ሀ. ከ5 ዓመት በታች       -----                      መ. ከ16-20 ዓመት-----  
                                  ለ. ከ5-10 ዓመት       -----                      ሠ. 21 እና ከ21 ዓመት በላይ-----  
                                  ሐ. ከ11-15 ዓመት-----
  7. በሳምንት የሚያስተምሩት የክፍል ጊዜያት ብዛት  
                                  ሀ. ከ5 ክፍለ ጊዜያት በታች       -----                      መ. ከ16-20 ክፍለ ጊዜያት-----  
                                  ለ. ከ5-10 ክፍለ ጊዜያት-----                      ሠ. ከ21-25 ክፍለ ጊዜያት-----  
                                  ሐ. ከ11-15 ክፍለ ጊዜያት-----                      ረ. ከ26-30 ክፍለ ጊዜያት-----
  8. የሚያስተምሩበት ት/ቤት ከጉድገት ማእከሉ ያለው ርቀት  
                                  ሀ. ከ1 ኪሎ ሜትር በታች       -----                      ሐ. ከ2—3ኪ.ሜ-----  
                                  ለ. ከ1—2ኪ.ሜ-----                      መ. ከ3.5 ኪ.ሜና በላይ-----
- አሁን በመስራት ላይ በሚገኙበት ት/ቤት የገልግሎት ዘመን
- ሀ. ከ5 አመት በታች       -----                      ሐ. ከ11-15 ዓመት-----
  - ለ. ከ5 - 10 አመት       -----                      መ ከ16 - 20 አመት-----
  - ሠ. ከ20 አመት በላይ-----

## ክፍል 2

### ዓላማ

የት/ቤቶች ጉድጓት ዓላማዎች ናቸው ተብለው ከተዘረዘሩት መካከል እርሶዎ የሚስማሙበትን በጣም እስማማለሁ=5 እስማማለሁ=4 አልዎስንኩም =3፣ አልስማማም= 2፣ በጣም አልስማማም= 1 በማላት ይመልሱ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	በት/ቤቶች የመማር ማስተማር ሂደትና ጥራትን ለማሻሻል					
2.	የመምህራንን የማስተማር ብቃት ለማዳበር					
3.	መምህራንን ከዘመናዊና ከአዳዲስ ግኙቶች ጋር ለማስተዋወቅ					
4.	የመምህራንን ተነሳሽነትና ተማሪ ተኮር የማስተማር ስነ ዘዴን ለማዳበር					
5.	የመምህራንን በራስ የመተማመን ስሜት ለማዳበርና ብቁ ተፎካካሪ ለማድረግ					
6.	ህብረተሰቡ በትምህርት ላይ ያለውን ግንዛቤ እንዲጨምርና የት/ቤት ባለቤትነትን ለማረጋገጥ					
7.	መምህራንን ጥናትና ምርምር እንዲያካሂዱ ለማነሳሳት					
8.	ከተለያዩ የትምህርት መዋቅሮች ጋር ግንኙነት ቶችን ለማጠናከር					
9.	በመምህራን መካከል ጥሩ የስራ ግንኙነት ለመፍጠርና ት/ቤቱን ምቹ የመማር ማስተማር አካባቢ ለማድረግ					
10.	ፈጣን ለውጥ በማመቻቸት ምቹ የመማር ማስተማርን ሂደት ለመፍጠር					

## 2. እቅድን በተመለከተ

የሚከተሉት የ/ት ቤቶች ጉድጓት እቅድ አተገባበር በተመለከተ ለቀረቡት ጥያቄዎች ለሚሰጡት ምላሽ በጠም እስማማለሁ 5፣ እስማማለሁ 4፣ እርግጠኛ አይደለሁም 3፣ አልእስማማም=2 በጣም አልእስማማም = 1 በማለት ያስቀምጡ።

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	የጉድጓት ማእከሉ በግልጽ የተቀመጠ እቅድና የአፈጻጸም ስልት አለው					
2.	የጉድጓት ማእከሉ አባላት የሆኑ ት/ቤቶች በጉድጓቱ እቅድ ዝግጅት ላይ ይሳተፋሉ					
3.	በጉድጓት ማእከሉ የሚሰጡ ስልጠናዎች አላማ የመምህራን የሙያ ማሻሻያ ጥራት ለማብቃትና ለማዳበር የሚያግዙ መሆናቸው					
4.	በጉድጓት ማእከል ለሚሰጠው ስልጠና የሳታፊዎች ፍላጎት ላይ የተመሰረተ መሆኑ					
5.	የአጋር ድርጅቶች (ትም/ቢሮ ትም/መምሪያ/፣ ቀበሌ፣ ት/ቤት) በት/ቤቶች ጉዳዮች እቅድ ተሳታፊነት					
6.	በጉድጓቱ የታቀፉ ት/ቤቶች መምህራን በጉድጓት ማዕከል ስልጠና ላይ መሳተፍ					
7.	በት.ቤቶች ጉድጓት ዕቅድና ስልጠና ላይ በቂ የትምህርት ባለሙያዎች ተሳትፎ መኖር					
8.	የጉድጓቱ እቅድ አፈጻጸም ክትትል ዘዴ በዕቅዱ ላይ መቀመጡ					
9.	የተባባሪ ድርጅቶች (መያድ) በጉድጓቱ እቅድ አፈጻጸም ላይ የሚኖራቸው አስተዋጽኦ በአግባቡ መቀመጥ					
10.	በጉድጓት ማእከሉ የሚሰጠው ስልጠና፣ በተከታታይ ፡:በዐጫጭር ፣ ሰርቶ ማሳያና ጉብኝትን ያካተተ መሆኑ።					

## 4 ግምገማን በተመለከተ

1. የጉድኝት ማእከላትን የስራ እንቅስቃሴ ሊያፋጥኑ የሚችሉ ሁኔታዎች ተዘርዝረዋል በመሆኑም በቀረቡት ላይ መልሰዎን :- በጣም እስማማለሁ=5፣ እስማማለሁ 4፣ እርግጠኛ አይደለሁም 3፣ አልስማማም 2፣ በፍጹም አልስማማም 1 በማለት ያስቀምጡ::

		መመዘኛ መስፈርቶች				
		5	4	3	2	1
1.	በት/ቤቶች ጌድኝት መርሃ ግብር ላይ ወርሃዊ ግምገማ ማካሄድ					
2.	መምህራን በት/ቤቶች ጉድኝት ግምገማ ላይ ንቁ ተስተፎ ማድረግ					
3	ተባባሪ ድረጅቶች በፕሮግራሙ ላይ ግምገማ ያካሂዳሉ::					
4	የግምገማው ሂደት ትኩረት የሚሰጠው በተሳታፊዎች ክህሎትና ዕውቀት ላይ መሆኑ					
5	ግምገማው የጉድኝቱን እንቅስቃሴ አጠቃላይ ሂደት መሰረት ያደረገ መሆኑ					
6	የግምገማው ውጤት የሚመለከታቸው ክፍሎች በተገቢው ሪፖርት ይደረጋል::					
7	መምህራን የወሰዱ አቸው ስልጠናዎች በሙያቸው ላይ ያመጣውን ለውጥ እንዲገመገሙ ማድረግ::					

2. በጉድኝት ማእከላት የስራ አፈጻጸም ላይ የሚደረገውን የግምገማ ስልት በተመለከተ ያለዎትን አስተያየት ቢገልጹልኝ:-

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### **Interview Questions**

1. What is your opinion concerning school cluster program?
2. Please explain any comment you have regarding the implementation of school cluster program?
3. To what extent do you think the objectives of the program were realized?

## Focus group discussion

1. What were the major contributions of the school cluster with regard to the improvement of quality of primary education?
2. What major problems were encountered during the design and implementation of the project activities? What efforts were made to alleviate the problems?
3. What do you think were the major strengths and weakness of the school cluster

5.4.1. If the ans:

# Observation check list

Name of cluster resource center \_\_\_\_\_

Date of observation \_\_\_\_\_

No	Observation lists	yes	No
1	Facilities		
	- Computer		
	- Copy machine		
	- Duplicating machine		
	- Tape recorder		
	- White board		
	- Television		
	- Over head projector		
- Office for supervisor			
2	Teaching learning material		
	- Science kits		
	- Research articles		
	- Policy, guide lines, manuals		
3	Document		
	- minute		
	- Supervision		
	- porfolio		

# Appendix


Sample cluster centers and satellite schools

Name of Cluster Resource Center	Satellite schools	Total number. of Teachers			Total number of key teachers			Total no of Directors			Total number of student			
		M	F	T	M	F	T	M	F	T	M	F	T	
Yekatit 23	1	Yekatit 23	93	61	154	2	1	3	1	-	1	2388	3108	5496
	2	Shawel Dema	15	3	18	-	-	-	-	1	1	208	205	413
	3	Tsehay Gebat	35	25	60	-	-	-	1	-	1	663	967	1630
	4	Brihanena Selam	8	4	12	-	-	-	1	-	1	109	137	246
	5	Radical Acadami	14	7	21	-	-	-	1	-	1	353	377	730
	6	Felege Hiyewot	18	6	24	-	-	-	-	1	1	371	544	915
	7	Dej. Hailu Tesfaye	21	5	26	-	-	-	1	-	1	772	920	1692
	8	AmanuelCathedra	31	8	39	-	-	-	1	-	1	218	215	433
	9	Dagmaw Brihan	14	7	21	-	1	1	1	-	1	353	377	730
Abesinya	1	Abyisinia	29	31	60	-	1	1	1	-	1	847	1006	1853
	2	Edeget	15	8	23	-	-	-	1	-	1	254	331	585
	3	Hibret Beligenet	9	8	17	-	1	1	-	1	1	247	229	476
	4	Betel Mekanyesus	10	13	23	1	2	3	1	-	1	-	568	568
	5	Holy Savior	10	4	14	-	-	-	1	-	1	119	89	208
	6	Selam No. 2	6	1	7	-	-	-	1	-	1	59	20	79
	7	Sunshine	11	2	13	1	-	1	1	-	1	104	112	216
	Total		325	186	511	4	6	10	13	3	16	6712	8828	15540

□□Source; Addis Ketema Sub City Education Department Annual abstract (2006)\20

**አዲስ አበባ ከተማ አስተዳደር ት/ቢሮ**  
**በዩኒቨርሲቲ ድጋፍ የተደራጀ ክላስተር ሪሶርስ ማዕከላት ዝርዝር**

ተራ ቁ.	የክላስተር ሪሶርሱ ማዕከል ስም	የትም/ቤተ ዓይነት	ያለበት ክፍል ከተማ	የሳተላይት ት/ቤቶች ብዛት
1	ዳግማዊ ምኒልክ የመጀመሪያ ደረጃ ት/ቤት	የመንግስት	አራዳ	7
2	ቀበና	..	..	7
3	ቀለመወርቅ	..	..	7
4	መስከረም 2	..	..	8
5	አፍሪካ አንድነት ቁ.1	የህዝብ	..	8
6	ቤተልሔም	..	..	8
7	የካቲት 23	የመንግስት	አዲስ ከተማ	9
8	ደጃ/ዐ.መር ሠመተር	..	..	6
9	ሰፈረ ሰላም	የህዝብ	..	8
10	ዕድገት በሥራ	..	ልደታ	6
11	ደጃዝማች ባልቻ	የመንግስት	..	6
12	ፍሬሕይወት ቁጥር 1	የህዝብ	..	6
13	ምስራቅ ጉህ	የመንግስት	ቂርቆስ	7
14	ወርሃ የካቲት	..	..	7
15	ዕድገት በህብረት	..	..	7
16	ብሔራዊ	የህዝብ	..	7
17	አዩ ቴዎድሮስ	..	..	7
18	ደጃ/ወንድራድ	የመንግስት	የካ	6
19	ኮከበ ጽባህ	..	..	6
20	ሚያዝያ 23	..	..	6
21	ምስራቅ በር ቁ .2	..	ቦሌ	5
22	ቦሌ ህብረተሰብ	የሕዝብ	..	6
23	አየር አምባ	..	..	6
24	አቃቂ የመንግስት	የመንግስት	አቃቂ ቃሊቲ	7
25	ገላን ቁጥር 1.	..	..	7
26	ስብስቴ ነጋሲ	..	ንፋስ ስልክ ላፍቶ	7
27	መጋቢት 28	..	..	7
28	መካኒሳ አካባቢ	..	..	7
29	ዕዉቀት ለህብረት	የሕዝብ	ነፋስ ስልክ ላፍቶ	8
30	ኮልፌ	የመንግስት	ኮልፌ ቀራኒያ	5
31	የማነ ብርሀን	የሕዝብ	..	6
32	መሠረተ እድገት	..	..	6
33	ቀጨኔ ደብረሰላም	የመንግስት	ጉለሌ	6
34	መድኃኒዓለም	..	..	6
35	እንጦጦ አምባ	..	..	6


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38			Bole Meseret Kirstos (1-4)	4	4	8	
			Sub-Total	16	16	32	
39	Yeka	Abiyot Prim. Sch. (1-8) - Center	Abiyot Prim. Sch. (1-8) - Center	4	4	8	
40			Yewetatoch Genet (1-8)	4	4	8	
41			Hilside (1-8)	4	4	8	
42			Yeka K/Mihret (1-4)	4	4	8	
43			School of Tomorrow (1-8)	4	4	8	
			Sub-Total	20	20	40	
44	Addis Ketema	Abisinia (1-8) -Center	Abyisinia (1-8) -Center	4	4	8	
45			Edget (1-8)	4	4	8	
46			Hibret Beliginet (1-8)	4	4	8	
47			Selam (1-8)	4	4	8	
48			Sunshine (1-6)	4	4	8	
49			Enat (1-6)	4	4	8	
			Sub-Total	24	24	48	
50	Lideta	Tesfa Kokeb (1-8) -Center	Tesfa Kokeb (1-8) -Center	4	4	8	
51			Bekele Weya (1-6)	4	4	8	
52			St. Giworkis (1-8)	4	4	8	
53			Kenedi (1-8)	4	4	8	
54			BirhanHiwot (1-6)	4	4	8	
55			Tinbite Ermias	4	4	8	
			Sub-Total	24	24	48	
56	Kolfe Keranio	Abune Basiliyos (1-8) - Center	Abune Basiliyos (1-8) - Center	4	4	8	
57			Biruh Tesfa (1-8)	4	4	8	
58			Addis Hiwor (1-8)	4	4	8	
59			Jemo (1-8)	4	4	8	
60			Success (1-8)	4	4	8	
61			Sun Flower (1-8)	4	4	8	
62			Repi (1-8)	4	4	8	
			Sub-Total	28	28	56	
			Addis Ababa Grand-Total	248	248	496	


NOTE: No CGPP schools in Addis Ababa.

Sub-City	10
Center Schools Only	11
Satellites only	51
All Schools	62

Declaration

I the under signed declare that this thesis is my original work, has not been presented for a degree in any other University and that all source of materials based for the thesis have been duly acknowledge.

Name *Mulienet Telahun*

Signature 

Date of submission *17/00/2008*

This thesis has been submitted for examination with my approval as university advisor.

Name *Daniel Berka*

Signature 

Date *19.06.08*

# Addis Ababa Region

No.	Sub-City	Name of Center School	Name of Cluster Schools	Civic and Ethical Education Grade 5 to 6 Amharic	Civic and Ethical Education Grade 7 to 8 Amharic	HIV/AIDS 5 to 8 Amharic	Remark
1	Gulelle	Tschay Chora (1-8) - Center	Tschay Chora (1-8) - Center	4	4	8	
2			Everusalem (1-8)	4	4	8	
3			Atse Lakuti Leab (1-8)	4	4	8	
4			Atse Tekle Georgis (1-8)	4	4	8	
5			Miskaye Hezunan (1-8)	4	4	8	
Sub-Total				20	20	40	
6	Kirkos	Temenja yazi (1-8)- Center	Temenja yazi (1-8)- Center	4	4	8	
7			Asay Public School (1-8)	4	4	8	
8			Hamle 1 Public School (1-6)	4	4	8	
9			Nesanet Birhan (1-8)	4	4	8	
10			Ze Diventari Priv. Sch. (1-8)	4	4	8	
11			Adey Ababa Private Sch. (1-8)	4	4	8	
12			Yetebaberut Memhira Public Sch. (1-8)	4	4	8	
Sub-Total				28	28	56	
13	Arada	Arbegnoch Elem.Sch. (1-8) - Center	Arbegnoch Elem.Sch. (1-8) - Center	4	4	8	
14			Africa Andinet No. 2 (1-8)	4	4	8	
15			Abebech Gobena (1-8)	4	4	8	
16			Ethiopia Idiget (1-8)	4	4	8	
17			Agazian No. 3 (1-8)	4	4	8	
18			Selam (1-4)	4	4	8	
19			All-mighty Holly-Saviour (1-3)	4	4	8	
			Lutheran	4	4	8	
Sub-Total				32	32	64	
20	Kolfe Keranio	Fitawrari Habt.Giworgis (1-8) - Center	Fitawrari Habt.Giworgis (1-8) - Center	4	4	8	
21			Adis Fana (1-8)	4	4	8	
22			Gulelle Fana (1-8)	4	4	8	
23			Moshiwam (1-4)	4	4	8	
24			Aserchawariat (1-8)	4	4	8	
Sub-Total				20	20	40	
25	Nifas Silk/Lafto	Fita. Lake Adgeh (1-8) - Center	Fita. Lake Adgeh (1-8) - Center	4	4	8	
26			Nesanet Chora (1-8)	4	4	8	
28			Hawariaw Petros (1-8)	4	4	8	
29			Atse Zeriakob (1-8)	4	4	8	
Sub-Total				16	16	32	
30	Akaki	Kaliti Prim. Sch. (1-8) - Center	Kaliti Prim. Sch. (1-8) - Center	4	4	8	
31			Hibiret Chibo (1-8)	4	4	8	
32			Furi Ber (1-8)	4	4	8	
33			Kaliti Bulbula (1-6)	4	4	8	
34			Ethiopia National (1-6)	4	4	8	
Sub-Total				20	20	40	
		Birhan Zare (1-8) - Center	Birhanh Zare (1-8) - Center	4	4	8	
			Misrak Dil (1-8)	4	4	8	
			Maria Rubato (1-6)	4	4	8	