ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

THE SUCCESSES AND CHALLENGES OF CLUSTER MODEL IN PROFESSIONAL DEVELOPMENT OF PRIMARY SCHOOL TEACHERS IN OROMIA: THE EXPERIENCE OF USAID-AED/BESO II PROJECT

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Acronyms

AAU	Addis Ababa University
AED	Academy for Educational Development
BESO	Basic Education Strategic Objective
CPD	Continuous Professional Development
CRC	Cluster Resource Center
ENSLA	Ethiopian Second National Learning Assessment
EQUIP	Educational Quality Improvement Program
ESDP	Education Sector Development Program
ETP	Education and Training Policy
f	Frequency
FDRE	Federal Democratic Republic of Ethiopia
GTZ	Deutsche Gesellschaft für Technische Zussamenarbeit
MOE	Ministry of Education
N	Number of Respondents
NDT	Newly Deployed Teacher
PC	Pedagogical Center
PDC	Professional Development Committee
OEB	Oromia Education Bureau
OBESO	Oromia Basic Education Strategic Objective
RAISON	Research and Information Services of Namibia
RSEB	Regional State Education Bureau
TDP	Teacher Development Program
TEI	Teacher Education Institute
TESO	Teacher Education System Overhaul
TOT	Training of Trainer
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEO	Wereda Education Office
ZEO	Zone Education Office

Abstract

The purpose of this study was to .identify the successes and challenges of cluster model for professional development of primary school teachers in Oromia with respect to the experience of USAID-AED/BESO II project. To deal with the problem, four basic research questions were formulated that were focused on the extent to which the cluster model has been successful in teachers' professional development and factors that imposed its successes.

Descriptive survey method was employed to conduct this research which was carried out in 133 (29 CRCs and 104 satellite) schools found in 29 Weredas of 16 Zones in Oromia. The questionnaire was the main data collecting instrument substantiated with focus group discussion, observation and documentary analysis in some respects.

The finding of the study revealed that the implementation of teachers' professional development using cluster model has some challenges to be mitigated. Insufficiency of trainings offered by BESO II project to equip teachers with knowledge and skills of implementing active learning, resistance and inadequacy of resource to be used in common, and turnover of trained key teachers and directors who have the primary responsibility to implement teachers professional development activities at CRCs/school level were some of the challenges that this research has found out. Joint planning and execution of BESO II project with OEB, ZEOs and WEOs that may contribute for sustainability of best practices of the project, teachers initiation to implement active learning and experience sharing were among the major successes of the project revealed in this study.

Finally, based on the major findings some recommendations like, offering sufficient training to the target groups on a continual basis, furnishing CRCs with basic resources and provision of proper technical support that may enable them minimize the turnover of trained resource persons to run CRC activities as required were made.

Chapter I- The Problem and its Approach

1.1. Introduction

The Basic Education System Overhaul (BESO) I was a seven-year (1995-2002) cooperative agreement between the Government of the Federal Democratic Republic of Ethiopian and the United States Agency for International Development (USAID), to improve the quality of primary education in Ethiopia. The Academy for Educational Development (AED) was one of the implementers of BESO I in Southern Nations and Nationalities Peoples Regional State (SNNPRS) and Tigray in partnership with Regional States Education Bureaus (RSEBs) and its lower level structures. AED worked with MOE and RSEBs to develop programs to improve teachers' professional development both at Pre-Service and In-Service Teacher Training; improved primary and teacher education curriculum; produced Interactive Radio Instruction (IRI) programs; helped to build capacity in educational planning and management including decentralized management and more efficient school financing.

After seven years of implementation in the two regions, BESO I was scaled up to the remaining seven regions (Oromia, Amhara, Benshangul Gumuz, Gambela, Somali, Afar and Harari,) and two city administrations (Addis Ababa and Dire Dawa) but changing its name to Basic Education Strategic Objective (BESO) II since August 2002.

USAID's support through AED in BESO II included: pre-service teacher training with reference to establishing and improving training facilities, staff development, educational/Information Communication Technology, linking pre-service with in-service teacher training and establishing model centers of excellence; in-service teacher training which included establishing school cluster programs and management systems, training of primary school teachers, school heads and education experts on new teaching method (active learning) and continuous assessment; supplementary media development and training in interactive radio instruction(IRI); development of socially relevant curriculum materials and their integration into the teaching and learning processes; women teacher support systems to promote leadership skills of primary school female teachers; capacity building of the MOE and RSEBs to improve the quality of education planning and management and monitoring, evaluating,

research, and analysis(MERA), aimed at undertaking national and curriculum impact studies to provide information on the performance of the education system.

The Oromia Regional State Education Bureau is one of the benefiting regional states of BESO II project. To take full advantage of USAID support, the region provided office space, assigned officers to work with AED regional personnel to plan, implement and evaluate accomplishments of BESO II project. The support approach was collaborative and fitted plans of the region in selected Zones and Woredas. The region is expected to scale up the best practices of BESO II project after its termination.

Thus, this research study was done on the successes and challenges of cluster model for professional development of primary school teachers supported by AED/BESO II project in-service teacher training component. This in-service teacher education component of BESO II project was aimed at enhancing the use and provision of quality primary education through improving the quality of teaching force and application of active-learning method through school cluster.

In vast regions like Oromia, the cluster model might be important to support teachers' professional development in various levels of effectiveness. Overall when implemented effectively, the cluster model has been found to be useful as it has seen in countries like USA, Namibia, England etc. As a result, USAID through AED has invested a significant amount of human and material resources to establish and support the cluster approach for teachers' professional development in Oromia.

The in-service teacher education component had supported 440 schools clustered into 96 CRCs and 334 satellite schools of 16 zones. The evidences gathered from teachers, directors and educational officers of these beneficiaries through discussions in the trainings have shown that the cluster approach has high prospect and was cost effective and manageable. However, there has not been a study made to document the cluster approach process and strategies of BESO II to continue efforts and widen the use of the cluster approach.

1.2. Background

It is widely accepted that the teaching-learning process is not static. New concepts, research findings and current teaching methods have to be combined to cope up with the dynamic world constantly changing and exhibiting new forms (MOE, 2003:106). Teachers are expected to know and implement these new trends, and they therefore need to acquire the necessary knowledge, skills, attitudes and professional competencies. To this end, ongoing professional development that enables them to provide quality education to their students must be taken into consideration as an integral part of the teaching profession.

As per the MOE, very few teachers have the opportunity to attend in-service summer programs (MOE,2003:106). There has been a lack of in-built, systematic arrangements to facilitate or enhance the professional competency of teachers once they are out of the TEIs. Teacher in-service training has been given less emphasis with budgets and programs as compared to the pre-service teacher education. After leaving the pre-service institution, in-service professional support is insufficient or non-existent in most of the primary schools. Over the years, if provided at all, in-service teacher education has relied on occasional large-scale centralized "cascade" or "multiplier" workshops or courses that have the following characteristics: they reach only a small percentage of teachers; they rely on those who attend the workshops to pass new information on to their colleagues through the cascade or multiplier mechanism; there is rarely a mechanism in place for the cascade or multiplier to work; workshops or courses that are "expert-driven" in that a desk-bound specialist typically transmits abstract information to teachers (Leu,2004:4)

School-based and cluster professional development is primarily part of two recent paradigm shifts that concern our basic concept of what it means to teach and to learn and the decentralization of authority and agency to more local levels (Hiebert, Gallimore, & Stigler, 2002 in Leu, 2004:5).

To Leu, as compared to the previous centralized "cascade" model of in-service teacher workshops which had reached few teachers with a problem of follow-up mechanism, the cluster-based program that included all teachers of the CRC/school in professional development activities was applaud as effective by teachers.

When the idea of the cluster program was introduced in 1995 by the BESO I project in SNNPR and Tigray regions, it had the deficiency of formally adopted structure

within the RSEB, Zones and Weredas (Maekelech Gidey, 2002:28) for managing and supporting clusters and other drawbacks. The CRCs have been in existence in Oromia since 2000(OEB, 2002:12) and they were established by the grant obtained from UNICEF. When UNICEF was started the cluster program in 31 CRCs and 1,137 schools of Oromia (Ayalew Shibeshi, 2004:9) through FDRE/UNICEF country program of cooperation., it had the deficiency of formally adopted structure within the RSEB, Zones and Weredas for managing and supporting clusters and other drawbacks (Ayalew Shibeshi, 2004:38).

As a result of scaling up the cluster model to other regions, according to BESO II project final report (2007:8), in Oromiya out of 72,616(49,372M, 23,244F) teachers BESO II project has reached 6,538 (4,123 M, 2415F) 9% of teachers in the region. Similarly out of 7,691 primary schools of the region clustered in under 1,630 CRCs, the project has reached 440 schools (96 CRCs and 344 satellites) which were about 6% of primary schools in the region.

1.3. Objectives of the Study

Quality of basic education which leads to good student learning is widely thought to be made up of a variety of interlocking factors of which the most important is good quality of teachers and teaching (Boyle, While, & Boyle in Leu 2004:3). Efforts being made by MOE and RSEBs to improve educational quality have had an important focus on improving teacher quality. The development and implementation of TESO, CPD etc that contribute to the development of teacher profession are some of the major activities being done to enable teachers to offer quality education.

To this end, what has been achieved and the problem encountered in the implementation of cluster/school based teachers' professional development should be proved by research. Thus, the researcher on the topic "The Successes and Challenges of Cluster Model for Professional Development of Primary School Teachers in Oromia: the Experience of USAID-AED/BESO Project" set the following objectives:

- Identify the successes and challenges of cluster model for professional development of primary school teachers
- Analyze implementation issues and sustainability strategies of the USAID-AED/BESO Project
- Identify lessons learned and make recommendations

1.4. Statement of the Problem

As it has been stated in research report of NOE in ESNLA, although quantitative progress has been made, the quality of education being offered has not reached the level desired. There is at present a gap between policy demands and the skills of teachers. Frequent observations and research surveys have shown that teachers are poorly educated (NOE, 2004: 17).

On the other hand, globally increased emphasis is being placed on teachers' professional development. Creating opportunities for career-long education and training is one of the great achievements of the 21st century (Moon et al 2001). CRC/School-based teacher professional development activities for teachers and school directors take place to improve students learning, curriculum, their individual and group skills, and the whole school. Conducting CRC/school-based teacher professional development programs put greater demands by teachers and school directors than what has been experienced by WEOs and OEB through cascade model.

Hence, if the work is to solve problems and develop strengths at schools, then the program should be led by those who are already at school level. They have to identify exactly what their problems and strengths are plan and organize activities to address the problems they encounter on their job. For almost all teachers, school directors and even education officers this cooperative CRC/school-based teacher professional development is a new area of activity in the region. Moreover, it demands knowledge and skills to be successful to bring together teachers in CRC/school for professional development activities.

Thus, it is important to bring to the knowledge of every teaching and support staff why CRC/School-based teacher professional development is needed, how it should be done and when it should take place. According to Craft Anna (2004:9), the reasons for undertaking teachers' professional development are:

- to improve the job performance skills of individual teacher and/or the whole staff
- to extend the experience of an individual teacher for career development or promotion purposes
- to develop the professional knowledge and understanding of an individual teacher and enhanced view of the job
- to make staff feel valued

- to promote job satisfaction
- to enable teachers to anticipate and prepare for change

The more these issues are known, the more likely the CRC/school-based trainings are effective and teaching methods improved. Consequently, a number of teaching methods and activities can be used to help students learn. Yet students learn both passively and actively. However, as explained in theories of learning, research has shown that students learn more material, learn more quickly, understand more of what they learn and are able to utilize the skills more effectively if they learn using active, rather than passive methods.

The curriculum reform initiated in Ethiopia by ETP (MOE, 1994:12) has led to the extensive changes in education. Paradigm shift from teacher centered to learner centered teaching method was one of these changes. This change has brought a major paradigm shift in our thinking about education, meaning of learning and knowledge. This rapid change demanded high standards and called for improving quality of teachers. Updating and improving teachers' skills through professional development have asked more attention than ever before.

The former in-service education and training has changed to much wider concept of CPD (Craft, 2004:6). The school cluster model has taken as an effective means to implement CRC/school based teachers' professional development. This new cluster model teacher' professional development approach which is being practiced in selected Oromia primary schools need to be assessed with regard to its performance, success and challenges in the target schools. Thus, in this research study, the following basic research questions were set:

- Has the planning and execution of BESO II project incorporated sustainable strategies from the beginning to its phase out?
- Were the trainings provided through cluster model by the project sufficient to equip teachers with knowledge and skills of implementing active learning?
- What were the major successes of the cluster model for teachers' professional development implemented by BESO II project?
- What were the major challenges encountered BESO II project that have imposed its successes?

1.5. Significance of the Study

In the past, the in-service provision was characterized by poor management of educational development, the self-interest of teachers and lack of sustained, coherent and professional programs (MOE, 2003:96).

The Education and Training Policy (MOE: 1994:21) has set standards for teachers to enable them offer quality education as per the "paradigm shift" in curriculum, teaching method etc. Since this policy demands high competency of the teacher to implement the new curriculum, updating and upgrading teachers' knowledge and skill becomes an issue of priority.

As it has been stated in the Education Sector Strategy of Ethiopia (MOE, 1994:12), one of the prerequisites to improve educational standards will be upgrading the quality and professional competences of the existing teachers with the view of improving the quality and standard of education. Thus, studying the extent to which the cluster model for professional development of teachers had been implemented at Oromia primary schools supported by BESO II project will be helpful to:

- Policy and decision makers at the MOE in general and at different levels of the region in particular.
- Regional, Zonal and Wereda Education Experts in Oromia
- School directors, department heads, key teachers, etc to know the successes and challenges cluster model approach for professional development of teachers in primary schools in the region
- Moreover, the findings of this study will help teachers in identifying areas that require improvements in relation to their professional competency and mitigate proposed hindering factors.
- Finally, it is hoped that, this research can serve as a reference and may encourage those who are interested to carry out further study on cluster model for professional development of teachers.

1.6. Delimitation of the Study

Due to time constraints, shortage of other resources, and communication facilities the researcher has delimited the scope of his study to manageable size. Thus, out of 440 (96 CRCs and 344 satellite) primary schools which were supported by AED/BESO II Project, this research was delimited to 133 (29 CRCs and 104 satellite) schools found in 29 Weredas of 16 zones in Oromia.

1.7. Limitation of the Study

The main limitation of this study is that it can not be generalized to other regions since it is confined to Oromia region only. Moreover, lack of adequate research outputs related to cluster model for professional development of primary school teachers at graduate level led to the lack of depicting relevant research findings on Ethiopian context.

1.8. Operational Definition of Terms

Clustered Schools: Group of primary Schools with homogeneous elements located within defined distance.

CRC : a center school that is exemplary in its performances and deserves to be imitated or copied in its best performances.

Key Teacher: Facilitator of CRC/School based trainings on teachers' professional development. He is also a contact person for teachers' professional development issues.

Kit set of teacher's modules (active learning teaching techniques, continuous assessment, large class size management, curriculum integration, action research, gender and socially relevant issues) for use together.

Professional Development: an extensive CRC/School based training, experience sharing, etc of teachers to enable them develop knowledge, attitude and their teaching skill

Success Achievement of planned activities as per the contract agreement

Sustainability: make best practices of USAID/BESO II Project continue to exist in regional education system

Chapter II- Review of Related Literature

In this review of related literatures, the researcher has tried to analyze the works and research findings, which are pertinent to this research topic. Thus, this literature review has been focused on teachers' professional development through cluster model.

2.1 Teachers' Professional Development

2.1.1 Objectives of the Teachers' Professional Development

As it has been stated by MOE (2006:41), one of the major objectives of the teachers' professional development is to fulfill the objective of quality education to all and support teachers' capacity to teach effectively according to the new active-learning-based curriculum that was introduced in ETP (MOE,1994:21). This education policy has given much emphasis to the implementation of student-centered approach to promote the development of students' problem solving capacities.

Another important objective of teachers' professional development program according to the MOE is to help teachers develop more positive attitudes, more cooperative approaches towards their work at the school level, and strengthen professional competency. As a result of the program teachers came to know a range of active learning classroom approaches in various subject areas that were appropriate to the new curriculum. Teachers were also introduced to the idea of reflective practice and action research through which they studied their practice to improve it.

Thus, from the above stated objectives, it can be concluded that the objective of the professional development is to enable every teacher, and the director to develop the knowledge, skills and attitude required to create learning environment.

As it has been stated in TESO, ongoing professional development is an essential element for the success of sustainable improvement. In the quality of education; Professional development activities that meet local needs and develop a collaborative and collegial relationship among teachers have been shown to lead to more sustainable improvement in teaching practice. For instance, teachers who were given the opportunity to engage in professional experience exchange build mutual support groups, which provide an environment for sustaining innovation (MOE, 2003:96).

The school, where teachers work together on a daily basis and share their professional experiences, is the obvious place for the most effective professional development

processes to take place. Here, these professional development activities can be managed at low cost and very little inconvenience (MOE, 2006:61). However, this must be relevant, well-managed and practical, part of a systematic and well coordinated school improvement process.

Professional development can take place in many ways. An individual teacher may improve his performance through private reading, study and reflection on his own practice. Consequently in many schools, there is a range and depth of experience available for groups of teachers to begin a process of professional debate and analysis, as part of ongoing professional development practices. As it is indicated in the CPD guideline, professional development activities that meet local needs and develop a collaborative working relationship among teachers at school level or through school clusters, will lead to a sustainable improvement in teaching practice. (MOE, 2004: 5)

2.1.2 Principles of Professional Development

NCREL (1990:29) states that effective, efficient and sustainable Professional development Programs are those that follow the following principles.

- Professional development supports current beliefs about teaching and learning,
- . Professional development addresses goals for school improvement and is clearly related to reform efforts within the system,
- . Demonstrate respect for teachers as staff and as adult learners. Professional development should draw on the expertise of teachers and take differing degrees of teacher experience into account,
- . Provide for sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice,
- . Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community,
- . Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, promotes continuous inquiry and improvement embedded in the daily life of school,
- Driven by a coherent long-term plan and
- Evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

The MOE (2004:29-30) has also developed the principles for the CPD Program as follows:

- There will be an Initial CPD Program phase for all teachers to follow. It will focus on areas of identified need that are generic (common) across the system and, alongside other professional development activities, will take up the first 2 or 3 years of the new scheme. Thereafter the scheme proper (phase two) will be introduced.
- Professional development programs will be more effective if all on-going activities are registered or documented. This will be necessary for all who may be involved in the licensing of school teachers. To do this, school principals should establish a mechanism by which all professional development plans, actually implemented training activities and outcomes would be registered by the CPD coordinating bodies (WEOs).
- One key element of CPD will be the provision of courses related to the levels where teachers are (level-related courses either in terms of content or activities).
- The renewal of a Professional Teaching License will require the completion of the equivalent of a stated minimum number of semester hours of CPD credits over the period concerned.
- All teachers will keep a portfolio of their participation in CPD programs. The mentors will also keep records (portfolios) of all completed activities, classroom observations and meetings held with teachers and have them signed by themselves and teachers. All these portfolios will be used as evidence for licensing and re-licensing teachers by the body responsible, mainly Woreda Education Offices. The portfolios might contain details of CPD participation, benefits that accrued and effects on performance.
- Professional license renewal documents, indicating that teachers have met the required renewal criteria, must be verified by school principals and/or by other education professionals, mainly Woreda Education Offices, who are responsible locally.
- All professional development activities used for renewal purposes must be approved in advance by the principal or other person responsible for conducting local evaluations. This must be part of a clear set of processes and

procedures, linked to setting performance and improvement targets on an annual basis.

- Documentation proving participation in these activities will be retained at the local (school) level. Summary compilations of this documentation should be submitted to the WEOs (ZEOs) with renewal applications.

2.1.3 Characteristics of Professional Development

It is not logical assumption to assume that because people are good teachers of children they will automatically be good trainers of their peers (Grander, 1983; Perkins 1995; Goleman, 1996; Sternberg, 1996 in Osbrin (2000; 88). Moreover they have concluded that school level teacher professional development program developers and coordinating bodies within and outside of school should realize that

- development and change occur when people see in it some advantage for themselves,
- Participants in professional development are active players in the process,
- resistance to change is often a perfectly rational disagreement with the particular change in question,
- successful professional development is context-sensitive, participatory and ongoing, and
- the teacher must be at the absolute center of the professional development process.

There is a consensus among practitioners that effective professional development programs are those that work directly with teachers to make a difference in the quality of teaching and to improve classroom practice. (Andrews et al, 1990:36) compiled opinions from nineteen professionals from eleven countries and concluded that effective teacher' professional development programs, particularly for those teachers with either very weak or no teacher preparation, tend to have the following characteristics:

- needs assessment conducted to determine the needs, interests, strengths, weaknesses, and training gaps. The information obtained through the needs assessment would be the basis to identify the kind of training needed. This is important to determine the goals, content, best delivery method and evaluation of the activities.

- a review of ninety-seven studies on in-service education indicates that those programs that involved participant teachers in the planning of the activities tend to have greater successes in accomplishing their objectives than those without the assistance of the participants. (Lawrence 1974 cited in Maekelech Gidey(2002:10)

Therefore, the models that have proved most successful in teachers' professional development are based on ongoing, school-based, career-long support, with content determined largely by teachers' own identified needs and initiatives from the school level. Programs closely tied to the realities of the classroom, incorporating ongoing mentoring and support, can be effective, particularly in education systems like Ethiopia's where there is shortage of teachers professional development and where reforms are being introduced in curriculum and instruction.

2.1.4 Types of Professional Development

According to Craft A.(2004:16-17), thinking about the professional development of teachers can help educators to analyze previous professional development experiences, and to clarify future plans. From this perspective Craft proposed models and frameworks that provide tools for analyzing teachers' professional development. Thus, to Craft, purposes, location, length, methods and level of impacts are some possible angles that we can look at the professional development of teachers.

Gordon et al in Harris (1989:109) also summarized their findings from their studies of professional development as follows:

- programs offering teachers opportunities to identify their needs are more effective
- . self-directed training materials and activities, while rare, tend to be successful
- . programs that linked the individual activities to a larger school level effort were also more effective, and
- . programs that are linked to teachers' and principals' appraisal and that are linked as part of regular work of school life and the school calendar were found to be the most effective both in terms of student outcome, cost and sustainability of the program.

Moreover, NCREL (1990:179) has indicated that effective professional development accomplishes the following:

- . professional development enriches teaching and improves learning for all students. It is an essential ingredient of higher student achievement.
- professional development supports teacher development, both as individuals as well as educators.
- . professional development is considered a central part of teaching as vital as classroom instruction.
- . professional development is considered as an ongoing process and is conducted in a long-term, sustained manner. Successful Professional development programs are those that approach change in gradual and incremental fashions.

From the above discussions, we can conclude that the professional development of teachers can take many forms. An individual teacher can study pertinent materials that help him to develop his professional knowledge, attitude and skill or a group of teachers can come together and study the materials on professional development, share experiences and resources on a continuing planned time.

2.1.5 Implementation of Professional Development

According to Showers and Toyce(1998:68) the closer the professional development setting approximates the work place, the more transfer of skill is facilitated. An important lesson learned from the past is that one cannot improve schools without improving the skills and abilities of the teacher. According to Showers and Toyce, success in any improvement effort always hinges on the smallest unit of the organization and, in education that is the classroom. School principals and teachers, are the ones chiefly responsible for implementing change.

Therefore, Professional development processes, regardless of their form, must be relevant to principals and teachers, and must directly address their specific needs and concerns. School change is, thus the result of both individual and organizational development. Traditional professional development workshops at which a presenter stands in front of a group and delivers a lecture should be held to a minimum. There are so many preferable alternatives to this approach that it should be used only when the objectives is creating a level of awareness.

At the individual school level, a number of very effective collaborative approaches to promoting teachers professional development are available. Teachers dialogue, an arrangement in which teachers meet at regularly scheduled times to discuss teaching,

is being used in many schools across the country. The emphasis in teachers' dialogue is on developing reflective thinking that allows teachers to discuss and analyze together what they are doing in their individual classrooms. Due to the fact that any improvement is a process of change, we need to accept that teachers' professional development is a change process in the field of education. Thus for any improvement process to be effective, teachers and principals must be at the core of the change. According to Craig, change is a process, not an event at a given time. First individuals, then organizations make change. It is a highly personal experience and entails developmental growth in feelings and skills. Hence the design, implementation, and evaluation of professional development must ensure attention to all phases of the change process. (Craig, et al (1998) by Gizaw Tasisa in AAU (2006:77).

Teachers may feel a conflict between their classroom responsibilities and their desire for Professional development. They need to realize that professional development and classroom teaching are equally vital responsibilities in the process of change in education. They have to realize change is a slow and evolving process. Yet often, there is pressure to quickly implement broad-based change without considering the future results. Educational change must be based on a problem solving process. According to Fullan (1996:12), professional development must shift its emphases, working with teachers toward improvement of teaching and learning for all students. Without understanding the complex nature of the changes required, and without creating professional development opportunities for teachers and others, school communities can end up adopting innovation after innovation without seeing any permanent improvement in the achievement of school goals. The design, implementation, and evaluation of professional development must ensure attention to all phases of the change process.

For reform effort to be effective, Fullan further states that teachers must be at the core of the change. For this reason, it is imperative that all aspects of professional development be fashioned to involve teams of individuals working together. To ensure that the teams function well and garner broad-based support for professional development efforts, it is important that they involve individuals working at various levels of the organization. In school improvement projects, for example, the best professional development teams include teachers and support staff members. In some contexts the involvement of parents and community members can also be helpful.

Although the roles and responsibilities of these individuals in the Professional development process will be different, all have valuable insights and expertise to offer.

As stated by MOE(2004:9), implementing teachers' professional development in an organized and well managed system can have the following outcomes:

- all teachers will have access to high quality CPD programs,
- all teachers will systematically build their professional skills, knowledge and attitude required of them in accordance with the ETP,
- all teachers will remain competent and up to date in their own levels of speciality or expertise through a compulsory ongoing program of professional development opportunities designed to meet the needs of both the school and individual teachers,
- all teachers will consider CPD as an integral part of their evaluation, licensing/re-licensing and career development and
- all schools will offer higher quality education to the benefit of students at every level.

In sum, it can be said that the implementation of CRC/school based professional development needs to fulfill the following conditions:

- professional development program for teachers must be characterized by a climate of mutual staff respect.
- learning must be related directly to the needs and interests of the adult learner participants in professional development program. Adequate provision must be made for participants to give and receive feedback in relation to the relevance of the program in which they are engaged.
- the primary focus of professional development program for teachers should be on sustained long-term growth. It is quite clear that a one-shot quick-fix approach to professional development has little to offer teachers in terms of real teachers' professional development.
- the school is the primary unit of meaningful educational change. When the school becomes the focal point for most professional development, there is increased potential to build consensus and develop a true team spirit that simply cannot be achieved in other ways.

2.2 Cluster Model for Teacher Professional Development

2.2.1 An Overview

Professional development activity is essential to support the curriculum, teachers and students. According to Donoughue, the school-based professional development, therefore, must not be imposed from outside without assessing the needs of teachers and directors. To him, school-based professional development strategies should encourage teachers collectively to appraise important school issues and in so doing bring about improvements in themselves and in the effectiveness of their school (Donoughue, et al, 1989:15-93).

However, in Oromia primary school teachers have been exposed to efforts that were not integrated as a cluster to develop their knowledge and teaching skills. Researches revealed that these problems made the efforts being made by schools and TEIs less valuable (MOE, 2006:88). Moreover, according to MOE both teachers and school directors do not recognize the relationship among teachers' appraisal, professional development and instructional supervision as an integrated approach to improve their practice and enhance student learning.

To mitigate these problems, the professional development process must be seen as collaborative, on going, interesting, and meet the needs of teachers. The ultimate goal of Professional development activities is changing the culture of learning for both adults and students so that management and betterment is a way of life in schools (Fullan, 1991:344).

Before discussing why and how schools are clustered, it seems important to see what a school cluster is.

According to OEB (2002:10) and MOE (2006:86), a cluster is a group of schools (4-5 in rural and 5-7 in urban) with homogeneous attributes and located within defined distance.

RAISON and GTZ described these attributes of clustering schools as follows:

- geographically as close and accessible to each other as possible,
- each cluster normally consists of manageable number of school,.
- one school in each group is selected to serve as the cluster centre,
- the cluster centre should be as central and accessible as possible to its satellite schools; it should have adequate facilities and ideally be situated at a development centre where other social and commercial services are available,

- a cluster centre should set good examples for management and teaching practices,
- the principal of the cluster centre should be a strong and committed manager, with a vision that can extend beyond his or her school to the needs of all schools and the community in the cluster, and
- a number of management structures can or should support the cluster system.(RAISON and GTZ, 2002:4)

2.2.2 Clustering Schools

It is widely accepted that the teaching-learning process is not static. New concepts, research findings and current classroom approaches and methods have to be combined to take on new forms. Teachers have to assimilate and implement these new trends, and hence they need to acquire the necessary knowledge, skills, attitudes and professional competencies. Continuing professional development must be seen as an integral part of the teaching profession. It is important that every teacher understands that he shares the responsibility for his own professional development.

To this effect, the MOE (2003:19) has set a program to improve the quality of teaching and learning in Ethiopian schools by means of low cost professional development through the cluster model as a general objective with the following specific objectives:

- to promote and sustain professional development,
- to provide opportunities for teachers to keep up with changes in education (sustain competent in their profession),
- to provide an opportunity to share professional experiences,
- to encourage and assist teachers to produce local teaching materials,
- to enable teachers to localize the curriculum,
- to facilitate mentoring of the teachers and
- to motivate teachers to undertake action research (MOE 2003:106).

According to RAISON and GTZ (2002:11-18), clustering schools has many purposes out of which the following are cited as major ones:

- improve the quality of teaching and learning
- help to improve the management of education
- empowers clustered schools

- improves the efficiency of schools
- enhance effective use of human resources within the schools and clusters

As it has stated in five years final report of Oromia BESO II Project, 7,691 primary schools of the region have been clustered in under 1,630 CRCs using distance of 3-5 kms and other criterion (OBESO, 2007:8).The selection criteria used for these CRC were based on the directives of strengthening CRCs given by OEB. These were:

- being complete primary (1-8)
- work in Afan Oromo
- be central to all satellite schools
- be an example for its satellites in implementing ETP.
- have enough number of teachers
- be a model for others in all aspects (OEB, 2002:24)

2.2.3 The International Experiences in Clustering Schools

This part of the discussion focuses on how school clusters in other countries are managed for professional development purposes as a process to improve the quality of education. The basic principle underlying all these programs is that the change process starts at the school level.

2.2.3.1 The Experience of Namibia

According to the study done by RAISON and GTZ (2002), schools in Namibia are grouped into about 260 clusters. The clusters have in turn been grouped into inspection circuits, usually with five, six or seven clusters to each circuit. This means that every school belongs first to a cluster and second to a circuit. The outer boundaries of all the clusters in a circuit form the borders of the circuit. In most regions of Namibia, inspectors' have been moved away from the regional education office to places where they are much closer to the schools and clusters they serve.

Cluster management committees, made up of all principals in each cluster, provide a platform to share and resolve problems, as do higher level circuit management committees, comprising the cluster centre principals and the circuit inspector. The role of principals is thus broadened to include general management and education issues in their clusters. Inspectors can then concentrate more on the function of linking between

clusters of schools and the regional education office, because they are less involved in local management issues.

Thus, in Namibia, the cluster system provides a framework through which a more comprehensive and coordinated program of training can be delivered efficiently at each cluster centre. Training needs can also be assessed cluster by cluster, rather than having a uniform program for the whole region. (RAISON and GTZ, 2002:5)

2.2.3.2 The Experience of Pakistan

The Releasing Confidence and Creativity (RCC) program is a USAID-funded initiative in Pakistan implemented by the Aga Khan Foundation. The program seeks to build sound foundations for early learning through work with government schools, policy engagement, and networking in Pakistan. By training teachers and administrators, mobilizing communities, and engaging local government officials, the program seeks to improve learning environments and produce lessons that will lead the government to replicate its successes.

As per the report of EQUIP (2004:4), schools are clustered together in the program in order to organize activities, such as teacher education, informational sessions with local government leaders, and community events. The benefits of grouping schools have been seen in several aspects of the program. Clustering has facilitated resource mobilization for educational activities in program schools, as well as for nearby schools, by targeting key local decision-makers in a given area.

According to this report, cluster-based training and regular exchange visits of professionals within a cluster have helped to create support networks where successes and challenges can be shared and discussed. Implementing partners have also found that cluster-based activities facilitate their own monitoring and advocacy functions by encouraging more self-assessment and promotion of program aims at the school level.

For teachers in particular, the program has used a combination of lead teacher/mentor teacher arrangements where a trained professional travels throughout a cluster to share experiences and provide feedback and support. This facilitates peer learning and effective mentoring. Moreover, key teacher resources are distributed on a cluster basis, so that program inputs are cost-effective and a community of learning among teachers is encouraged. (EQUIP, 2004:4)

2.2.3.3 The Experience of USA

There are school clusters in the state of Georgia, USA. According to www.phil.k12.pa.us and Kassahun Aseffa(2001:30), the purpose of school clusters is to bid for funds to implement in-school professional development, to conduct research, improve schools and student achievement in science. Schools better in facilities among cluster members are used as center or head schools.

The clusters are organized and coordinated by an administrative council. Moreover predetermined evaluation criteria are set to assess the impact of professional development at school level. Content of the development activity varies from school to school.

Similarly, in Philadelphia school district, teaching and learning network that consists of a coordinator who will operate out of the cluster office has been established in each cluster. The network comprises the lead instructional personnel in the small learning communities within the cluster. This will include at least one network facilitator for every three learning communities and, an instructional leader from each school K-12 in each of the areas for which standards are developed. Through the teaching and learning network, a cluster may also choose to establish a center for locating resources (*e.g.*, professional materials, commercially produced instructional materials, educational technology) and for holding workshops and study groups. Each cluster decides whether a dedicated site for this center meets its needs or, if not, how the needs can best be supported. Through each teaching and learning network, the coordinator, secretary, network facilitators, and instructional leaders will:

- assist staff in small learning communities to identify, observe, practice and receive feedback on good teaching and learning practices.
- be a resource for curriculum, instruction and assessment strategies.
- support/facilitate articulation between school levels for both instructional and student support issues and
- facilitate/coordinate/conduct teaching and learning network programs, services and activities.(www.phil.k12.pa.us)

2.2.3.4 The Experience of England

Schools in England are clustered to conduct action research as part of teachers professional development. Teachers conduct action research on their school related issues

According to Kassahu Aseffa (2001:30), researchers also identify as inter-learn research network or action research network among schools within a cluster group. The purpose of the net-work is to improve teaching methods and experiment new approaches.

In summary, the experiences of the above countries show that, if the cluster model has been effectively implemented to support professional development of teachers, it is useful program with cost effective, manageable and has high prospect. Thus, this new approach of teachers' professional development can contribute to improve the quality primary education through capacitating teachers to implement new teaching techniques.

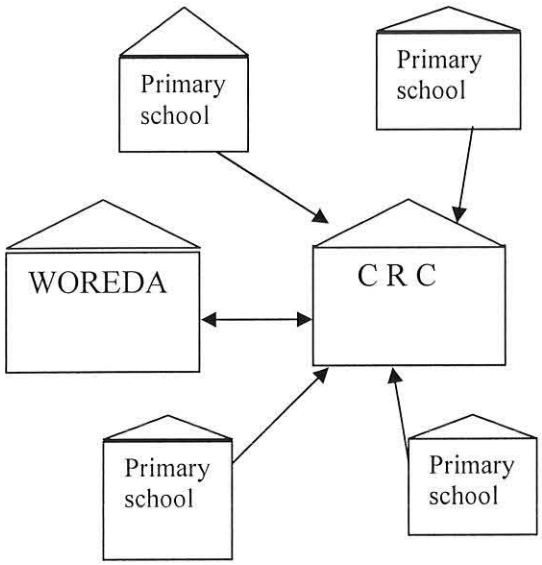
2.2.4 Models of Clustering Schools

To put into practice, different models of school clustering can be utilized. As per the TESO final document (MOE,2003:112-114) cluster schools within 8 km, TEI model, Outreach model, Isolated schools, self-study model were some of the models given as options to be implemented.

These models are illustrated using the following diagrams:

Figure 1: Cluster Models (MOE)

Cluster schools within 8 km.



- Training is given at CRC, or rotated though other schools
- Training is given by identified skilled teachers
- Training needs are identified by cluster management group
- CRCs report to WEO

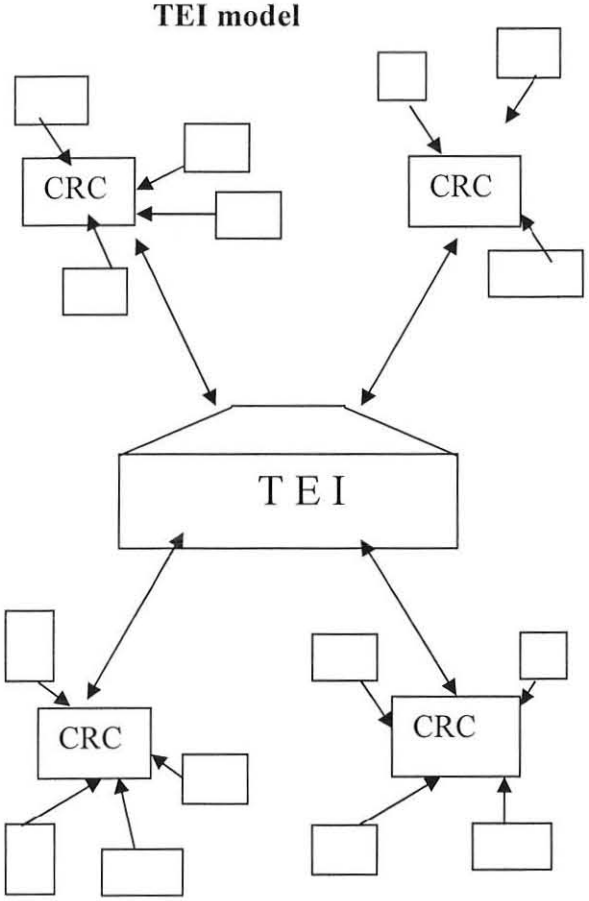
TO BE SUCCESSFUL

- Trainers need good training in order to provide useful, practical and relevant training

BUDGET

- Internal revenue generation is necessary or allocation from the OEB to provide lunch, mattresses etc. for teachers who need to travel.

TEI model



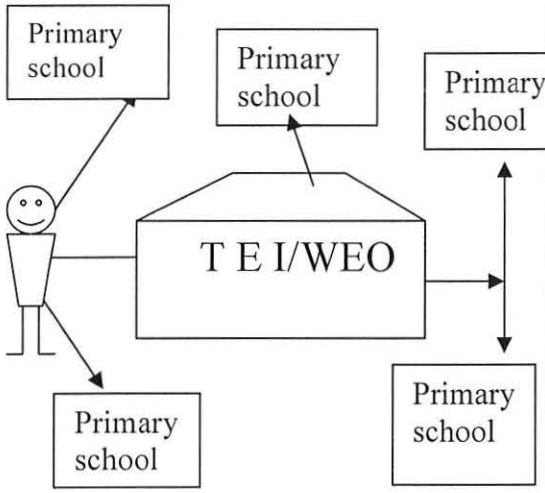
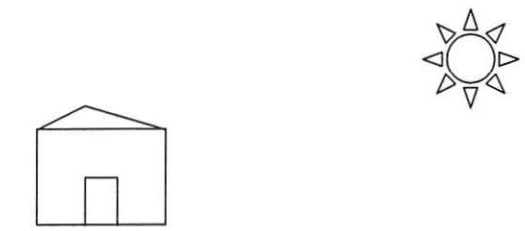
- Training is given at CRC level
- Training can be primarily given by qualified TEI staff, only when they have completed their own professional development
- Training needs are identified by schools and relayed to the TEI cluster coordinator
- Monitoring of cluster activities is done at TEI level and OEB

TO BE SUCCESSFUL

- TEI staff must have sufficient identified time to work with schools
- TEI staff must become more familiar with problems associated with primary school teaching in order to provide effective training

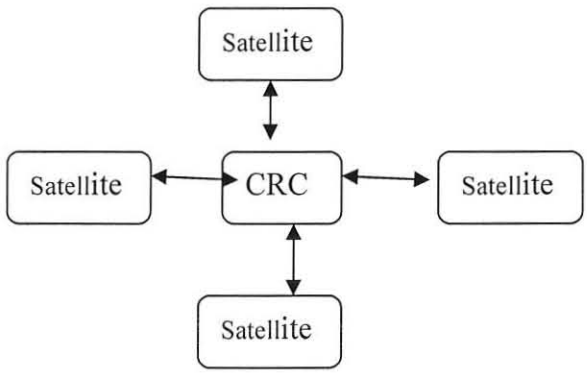
BUDGET

- Fund must be available for transport etc during extended visits to CRCs (less expensive than having all teachers come to TEI)

Outreach model  	• Training is given at either the individual school level or CRC, which is ever more practical • Training is given through **outreach tutors,** competent and motivated primary school teachers under the supervision of TEIs or WEOs • Training needs are identified by schools and tutors through close contact • Monitoring is done by TEI/WEO and OEB TO BE SUCCESSFUL • **Quality tutors** must be identified and given appropriate training BUDGET • TEIs/WEO must have funding for the salary and miscellaneous expenses of outreach tutors • Funds must also be available for motorcycles, maintenance and fuel
Isolated schools, self-study model 	• Training is given at the school level • Training is given through identified key teachers or experienced teachers • Training needs are identified at the school level • Monitoring is done by WEO TO BE SUCCESSFUL • Communication of good practice between other schools and clusters must be very efficient • Access to simple training materials and modules to provide "new ideas" and training guides. BUDGET • It is essential that funding is secured to enable some contact to exist between schools.

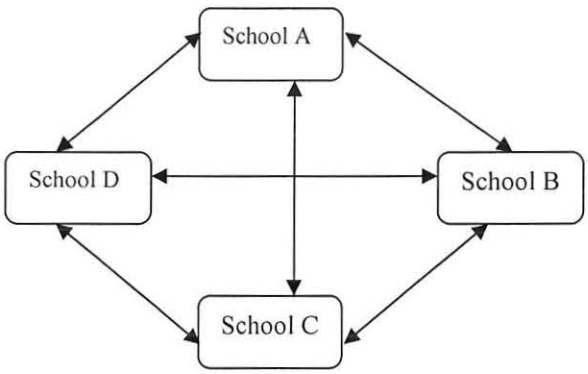
Depending on the objectives set, the vertical, horizontal and mixed structures are the structures for models of clustering schools, as per the regional workshop on strengthening cluster resource centers (OEB, 2002:45-46).The following diagrams illustrate these models:

Figure 2: The Vertical Structure Cluster Model



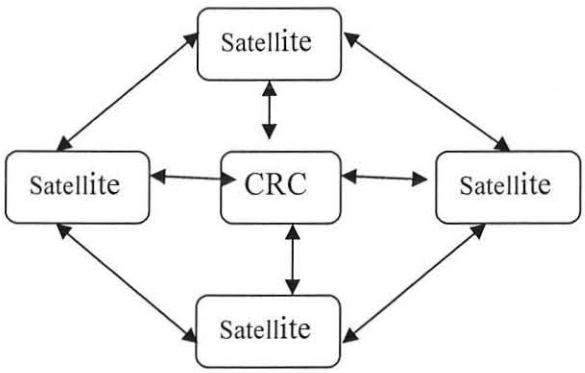
This model can be applied on condition that the schools are located near to the school selected as a CRC. It has an advantage of contacting all teaching staff and giving them necessary materials from the same resource.

Figure 3: The Horizontal Structure Cluster Model



Unlike the vertical model in the horizontal model, all the schools have the same standard and equal status to support each other. This model has an advantage in that it helps all schools to be served equally. It also facilitates intensive exchange of experiences among the teaching staff.

Figure 4: The Mixed Structure Cluster Model



This model enables satellite schools to have relations with each other as well as with their CRCs on formal basis.

2.2.5 Cluster Resource Centers

The Center school is one of the neighborhood schools chosen among clustered schools by Wereda education offices. The center has the role of coordinating teachers professional development activities at cluster level. It should be in an hour walking distance from schools grouped within a cluster.

Center schools are educational centers to support the efforts in education quality improvement in the cluster environment. Some criteria used to determine center schools were:

- the school has some educational equipment and infrastructure, i.e. buildings, school facilities
- its location is strategic and easy to reach;
- it is at an equal distance for satellite schools usually an hour's walking distance (about 5 kms)
- staffed by experienced teachers
- functional school-pedagogical center or a room that can serve as a resource center.

These CRCs are the focal points for contact and co-ordination between the schools in the cluster. They serve as in-service training centers, and cluster centre schools ought to provide examples of good educational practice and management. To improve working conditions, many of the centers need additional facilities such as meeting venues, training materials such as audio-visual aids, flip-charts, duplicating facilities etc. To discharge the

roles and responsibilities of the cluster, competent and committed principals should be appointed at the CRC and satellite schools and steps should be taken to replace principals who cannot take on the additional roles expected at this level

2.2.6 Cluster Coordinating Committee

A CRC coordinating committee is a forum where teaching and learning problems in schools be addressed, and where principals are empowered by being encouraged to search for solutions in collaboration with their colleagues. This committee consists of the satellite schools directors as members and the CRC as chairperson.

As it has stated in TESO, an important element for the efficient functioning of the cluster is a strong, representative coordinating committee drawn from members of clustered schools, the community and WEO. The members represented from clustered schools are not necessarily directors but need to include experienced and interested teachers with key teachers as well as a representative from the local community and from the Woreda (MOE, 2003:109).

Some of the major roles and responsibilities of the cluster coordinating committees are:

- to serve as a forum where directors, teachers, other school staff exchange information and their experiences
- to allow directors and teachers in the cluster to work as a team so that sharing and support between schools is promoted to discuss and resolve relevant issues close to their sources
- to allow for planning for the cluster so that the best use is made of resources both at CRC and individual school.
- assess impacts seen through team work and scale up best practices

2.2.7 Roles and Responsibilities of Cluster School Implementer

In order to carry out the activities of the cluster model an integrated and highly organized institutional commitment has to be in place. To this end, the MOE has made as a recommendation for improving cluster implementation that enable RSEBs, TEIs, ZOEs/WEOS etc to accomplish their roles and responsibilities. These roles and responsibilities were divided into what should to receive and what should to provide (MOE, 2003:111) as follows:

Implementer	Should Receive	Must Provide
Regional Education Bureau	• Training on effective management of clusters • Progress reports from schools and clusters, including Annual Plan • Data and standard performance returns • Research reports from TEIs	• Quality training to woreda experts, cluster coordinators and school directors • Handbook of cluster guidance • Support and supervision • Reports on progress and evaluation, data analysis
TEI staff	• Support and direction from Bureau • Training and communication regarding staff development processes • Handbook of Cluster Guidance and Annual Plan	• Assessment reports on cluster progress • Support and periodical supervision to cluster schools • Findings of action research to schools, woreda and Bureau • Reports, evidence of good practice to REB • Support for developing and making use of relevant instructional media

Implementer	Should Receive	Must Provide
Zone and/or Woreda staff	• Quality training in staff development processes in clusters and schools • Annual plan from cluster coordinators • Training in the management of effective clusters • Support from REB and Handbook of Cluster Guidance	• Practical support to schools and clusters • Supervision and monitoring of schools and clusters • Best practices of teaching/learning methods • Follow up training in conjunction with Bureau and TEIs • Reports, evidence of good practice, data and performance returns to REB and TEIs • Annual plan to REB and TEIs
Cluster Coordinators	• Training in the management of effective clusters • Training on staff development processes • Handbook of Cluster Guidance • Support and supervision from woreda and Bureau experts	• Well planned programs of staff training and development for schools within their cluster • Support and supervision to cluster schools • Reports, evidence of good practice, data and Performance returns to schools, woreda and Bureau • Annual plan to woreda • Program of training to schools

Implementer	Should Receive	Must Provide
School Directors	• Training in the management of staff development processes in school • Training programs to support school development at cluster level • Overview of roles of Bureau, woreda and Clusters in staff development working with cluster coordinator • Supervision and support from woreda and Bureau • Handbook of Cluster Guidance	• An effective program of school based staff development • Evidence of good practice, data and standard performance returns as required • Support, monitoring and controlling services • Guidance in initiating and mobilizing professional resources
Key Teachers	• Methodology training • Training in supervision and support • Handbook of Cluster Guidance	• Effective CPD sessions for school and cluster • Constructive feedback to teachers from observations and evaluations
Teachers	• Staff development and support programs at school and cluster level • Handbook of Cluster Guidance	• Self-appraisal records • Data and standard Performance returns as requested • Evidence of good practice to Director and/or cluster coordinator • Practical assistance and support for supervision program

2.2.8 Organization of Teachers' Professional Development Program

Clustered schools have their own meetings, although this varies according to local conditions (distance between schools, transportation, etc) and energy of the cluster members, teachers, and school heads. In most cases, groups of four schools meet together. The clusters meet for one to two days every month commonly over the weekend.

The cluster meetings took place either at a CRC school (that was supplied with a minimum package of materials) or rotated among the satellite schools in a cluster. This can be decided by the individual cluster management committee.

Teachers were not paid for attending the workshops, either per diem or transport. The regional education bureau insisted on no payment for teachers because the bureau would not be able to pay for this when BESO II project support ends. Teachers complained about the lack of per diem but the cluster workshops remained highly popular despite this.

Individual schools were encouraged to carry out short meetings based on using and reflecting on the content of the cluster workshops. Success was at different status, with some schools organizing weekly meetings of subject-matter groups or grade-level groups of teachers and other schools rarely organizing meetings. This depended heavily on the enthusiasm and vision of the school head. The cluster workshops were organized by professional development facilitators who took Training-of-Trainers (TOT) sessions at region level.

The organization of school clusters in Oromiya aims to increase the cooperation among schools in a cluster. Moreover it is intended to enhance and improve the skills of teachers and head teachers, raise and develop their effectiveness and creativity to make use of the neighborhood schools in order to support teaching learning activities and improve educational quality.

Therefore, it is thought that CRC/school-based teachers' professional development in a cluster model is one of the appropriate responses to capacitate primary school teachers in Oromiya.

2.2.9 Active Learning Method

When learning is active, students do most of the work. They use their brains for studying ideas, solving problems, and applying what they learn. Active learning is fast-paced, fun, supportive, and personally engaging. To learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all, students need to 'do it'--figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire. (Silberman, 1996: ix)

Teacher-centered and student-centered methods are the widely used teaching methods. The teacher centered instructional approach is the more traditional method in which students acquire knowledge by listening to the teacher. In contrast, student-centered approach instruction is to provide a learning environment that invites students to actively participate in and to help shape their own learning experience. The degree of student's participation in the instructional process is the common basis of classification of teaching and learning methods.

As MOE has indicated in TESO, active learning is a planned learning according to the students' needs (MOE, 2003:46). It provides the best opportunity for students to learn the most. According to this, active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. More over, active learning shifts the focus of instruction from what should teachers teach or deliver to what students able to do. The role of a teacher in active learning teaching method is mainly facilitation that is guiding learners to learn.

School-based and cluster professional development is primarily part of two recent paradigm shifts that concern our basic concept of what it means to teach and to learn and the decentralization of authority and agency to more local levels (Hiebert, Gallimore, & Stigler in Leu,2004:5).

According to Lue, the previous and present approaches to student learning (Table 1) and teacher learning (Table 2) are compared as follows:

Table 1: Student Learning Approaches

Previous approaches	Present approaches
▪ Passive learning	▪ Active learning
▪ Rote memorization	▪ Use of higher-order thinking skills
▪ Teacher centered	▪ Student centered
▪ Positivist base	▪ Constructivist base

The positivist base[1] of much student learning in the past required students to memorize a great quantity of facts and information. The learning was relatively passive and students were usually not required to develop knowledge through discovery, to mobilize information, to apply it, or to use it to solve problems. This kind of student learning was best suited to teacher-centered classrooms in which the job of the teacher was to "transmit" information to students, often most efficiently through "chalk and talk."

The newer constructivist base[2] of student learning requires students not only to know facts and information, but to use higher-order thinking skills, problem-solving, communication and other active-learning approaches to mobilize information and develop knowledge through discovery and analysis. The kind of student learning required within this paradigm is more suited to student-centered teaching that emphasizes encouraging each student to internalize and activate knowledge. Although "chalk and talk" can be a part of this teaching approach, the process never ends just with memorization of facts and information. Particularly in conditions of extreme overcrowding and extreme lack of resources found in many schools in developing

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[1] *Positivism is an approach to knowledge that regards knowledge as stable and relatively fixed. It emphasizes students knowing particular principles of fixed knowledge as the basis of learning and relatively de-emphasizes issues of perspective, critique, different ways of knowing, and creation of new knowledge.*

[2] *Constructivism is an approach to knowledge that regards knowledge and learning as more dynamic. It assumes that students know and understand in unique ways and create their own and "new" knowledge. It does not ignore the importance of knowing facts and information, but emphasizes mobilizing that knowledge. In the constructivist notion of learning, knowledge is a more fluid construct, subject to deconstruction, interpretation and reconstruction by the individual learner interacting with both the external knowledge base and his or her knowledge base and the environment.*

countries today, it is useful to think of active learning as intellectual activity rather than learning that involves a great amount of physical activity and student interaction.

Table 2: Teacher Learning Approaches

Previous approaches	Present approaches
▪ Goal is teachers who are competent in following rigid and prescribed classroom routines ▪ Teachers are "trained" to follow patterns ▪ Passive learning model ▪ Cascade model – large centralized workshops or programs ▪ "Expert" driven ▪ Little inclusion of "teacher knowledge" and realities of classrooms ▪ Positivist base	▪ Goal is teachers who are reflective practitioners who can make informed professional choices ▪ Teachers are prepared to be empowered professionals ▪ Active and participatory learning model ▪ School-based model in which all teachers participate ▪ Teacher facilitated (with support materials) ▪ Central importance of "teacher knowledge" and realities of classrooms ▪ Constructivist base

Approaches to teacher learning have been changed in similar ways to the approaches to student learning. Previously the primary goal was to produce teachers who were competent in carrying out prescribed classroom procedures and in "transmitting" or "delivering" knowledge to students.

The term "teacher training" arose from within this model,[3] assuming that teachers could be "trained" using a relatively passive learning model to follow set patterns of classroom behavior. The knowledge base of teacher learning was defined and delivered in large-scale workshops by teacher training "experts" with minimal inclusion of teachers' own knowledge and experiences of their school and classroom realities. This approach to teacher learning has positivism at its base.

Teacher learning goals are now different. According to Leu, we now encourage teachers who are reflective practitioners, with sufficient subject-matter knowledge and

[3] *This model accounts for the negative view of the term teacher training in some quarters and the preference for other terminology such as teacher education, teacher preparation, and teacher professional development. For example, there is often an internal contradiction in using the terms "teacher training" and "teacher reflective practice" when referring to newer programs of teacher learning and professional practice.*

a grasp of a range of practical approaches so that they can make informed professional choices. Although such a transformation does not happen over night, programs work in the direction of preparing teachers to be empowered professionals. In teaching, as in any other profession, this is achieved not through a passive model of teacher learning but through an active and participatory model of teacher learning.

There is a growing consensus that professional development yields the best results when it is long-term, school-based, and collaborative, actively involving all teachers, focused on students' learning, and linked to the curriculum (Hiebert et al. 2002 cited in Leu, 2004:8). Such a model of professional development assumes that pre-service teacher education is just the first step in a career-long program of professional development. In order to achieve ongoing professional development that reaches all teachers, programs must be more localized. Programs must also be facilitated locally and use, as a matter of central importance, teachers' own knowledge of their practice and the realities of their classrooms and schools. This approach to teacher learning is informed by constructivism and is parallel, not only to newer pedagogies for student learning, but also to experiential learning models that underlie approaches to effective adult learning (andragogy) (Knowles, 1978 in Leu,2004:11).

One might argue that student learning and teacher learning are substantially different because of the different ages and levels of maturity involved. Although this would certainly be correct in some aspects, there is an essential similarity between the experiential and discovery-learning models at the center of andragogy (adult learning) and the experiential and discovery learning models at the center of active-learning pedagogy. Kolb's Experiential Learning Model of effective adult learning (Knowles 1978 in Leu, 2004:7) envisages a cycle of experiencing, processing, generalizing, and applying. Adjusted for age and maturity levels, this has characteristics very similar to active learning, problem solving, student-centered and discovery-learning approaches used successfully with young students. Transferring this analogy to teacher development, Lieberman (cited in Lue, 2004:8) states

> *Although sophistication about the process of restructuring schools and the problems of changing school cultures is growing, it is still widely accepted that staff learning takes place primarily at a series of workshops, at a conference, or with the help of a long-term*

consultant. What everyone appears to want for students – a wide array of learning opportunities that engage students in experiencing, creating and solving real problems, using their own experiences, and working with others – is for some reason denied to teachers when they are the learners. In the traditional view of staff development, workshops and conferences are conducted outside the school count, but authentic opportunities to learn from and with colleagues inside the school do not.

It is important to think of professional development as a process of life long learning (MOE, 2003:116) that enables teachers to update/upgrade their qualifications through relevant programs which are important to improve the quality of the teaching and learning process. Thus, teachers need to show that their knowledge and skills in techniques of teaching has been developed. These skills may include implementing techniques of active learning, managing large class size, implementing continuous assessment and doing action research.

Some Techniques of Active learning Method

The experiences of getting students active at the out set of the class as Silberman (1996:32) puts are considered as "appetizers" to the full meal; because they give students a taste of what is to follow. Nevertheless, usually, on the contrary, to Silberman, most teachers choose to begin a class or a course merely with a short introduction, which does not help to develop a learning environment that involves students, promotes their willingness to take part in active learning and creates positive classroom norms.

To accomplish the above objectives and to get students active from the start in the class, Silberman suggests three techniques, namely, team building, on the spot assessment and immediate learning involvement.

1. Team Building: team building helps students to become acquainted with each other and create a spirit of cooperation and interdependence. This technique promotes an active learning environment by getting students to move physically, to share their opinions and feelings openly and to accomplish something in which they can take pride, being active from the start in the class by developing the team spirit.

2. On-the-Spot Assessment: this technique helps to know about his attitudes, knowledge and experience of the students prior to the new class. It is designed to help the teacher knows abut his/her class while at the same time involving students right at the beginning. It allows the teacher to assess specific activities about the students and helps to get an overall picture. It is especially useful when the teacher has not had the opportunity to learn about the characteristics of his students before starting date of the class. Further, it is also used to corroborate information that the teachers have gathered prior to the class.
3. Immediate Learning Involvement: this technique is designed to plunge students immediately into the subject matter in order to build their interest, arouse their curiosity, and stimulate their thinking. Because, students can do nothing, if their brains are not ready. Thus, many teachers make the mistake of teaching too early, before students are engaged and mentally ready.

Thus, a successful class opening set the stage for a successful instruction. However, an opening that seems threatening, or unrelated to the topic under discussion can create and awkward atmosphere that is difficult to overcome and leads to ineffective learning.

Since we know that students learn best by doing (Siddiqui M. Hasan, 2005:3), active learning methods provide students with opportunities to take an active role in their own learning. To him, the focus of classroom activities and assignments is on the student-centered process of inquiry itself, not on the products of inquiry. Here teacher's role is to help students grasp the development of knowledge as a process rather than as a product. Discussions, pair work, group work, role plays, debates, games, and case studies are some active learning activities that can be integrated into classroom teaching. In this way, teachers can try to stimulate their students to think, question, explore and discover. By using such activities they can give their students opportunities to think for themselves about concepts and ideas and to share their thoughts with other students. This helps students to make sense of the learning. In so doing, they will have a deeper understanding of the concepts and topics taught.

They will also develop valuable social skills and learn how to work together. Thus the followings are some of the main techniques used to implement active learning:

- Discussion technique

- Problem solving technique
- Discovery technique
- Simulation technique
- Field trip technique
- Brainstorming technique

Good training or teaching does not usually just happen (George, 2004:7). It requires systematic planning, implementation and evaluation of active learning on the teachers' side. Failure to do this can result in obstacles that enhance the effectiveness of active learning.

As it has been indicated in Teacher Education System Overhaul (MOE,2003:44-48), children learn more by exploring and inter-acting with the world. Their brains try to make sense of all the different things they discover and it is this process, which creates learning. The more they explore, the more they learn. According to this document, there are five stages for maximizing learning. These are:

- Step back- learning is something done by the learner, not by the teacher- trust them and let them get on with it. How can you make the students do the thinking? They already have many resources in their heads- use these
- set a problem- give a set of brief case studies-telling people facts can stop them exploring and thinking- use questions to make them think and act i.e. learn
- create a learning environment- why do the students need in order to be able to answer the question? As teachers, our aim is to help students' learning process- what materials or experiences can you provide which will enable them to make discoveries?
- Help students to find an answer- in pairs or small groups- When you have set up a learning process for students, they will need help to understand what they have discovered- how can you help them?
- Help students to fit it into what they already know- the teacher takes feedback from a selection of groups to the whole class, and puts it into the context of what they learnt

Thus, active learning needs the teacher to approach learning in a different way such as:

1. providing choice
2. inquiry teaching/posing problems
3. creating an enabling learning environment for solving problems
4. guiding or assisting for solving problems and
5. Providing feedback.

The above discussions and views of scholars indicate that pouring of facts and concepts into learners' mind is not an effective learning. Rather, it requires a systematic and planned exposure to the material to be learned. This may include careful planning, implementation and evaluation of active learning on the teachers' side. Failure to do this can result in obstacles that enhance the effectiveness of active learning.

To make students active involvers in the teaching-learning process, their involvement can take place at 3 stages; Planning, Implementation and Evaluation Stages.

At planning stage (pre-active phase), the teacher needs to decide what to learn, how to learn, and where to learn.

- Fixing up the goals, contents and time
- Decision about the strategies, teaching Aids and Instructional place are some of key areas to be focused on.

In Implementation Stage (Interactive Phase),

- Diagnose of the learner
- Action and reaction
- Engagement
- Exploration
- Transformation
- Presentation and refection are key points to be considered in implementing active learning.

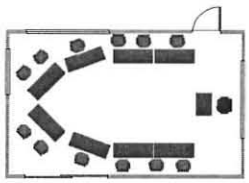
At evaluation Stage (Post-Active Phase), appropriate testing device and feedback to teaching are some of the points that the teacher needs to consider.

The Layouts for Setting up a Classroom to implement Active Learning

According to Silberman (1996:9-15), the physical environment in a classroom can make or break active learning. No one setup is ideal, but there are many options in which a teacher can choose appropriate and convenient setting. In some cases, seats

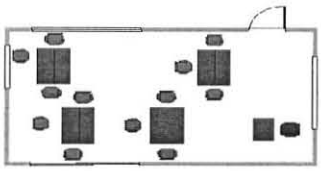
can be easily rearranged to create different setups. Some of the layouts which can be utilized for active learning are given below:

1. **U-Shape**: it is an all-purpose setup. The students have a reading/writing surface, can see the teacher and/or a visual medium easily, and are in face- to-face contact with each other. It is easy to pair up students, especially when there are two seats per table.

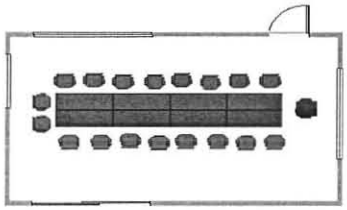


The U-shape lay out seems to be the most common seating arrangement and effective regarding students as individuals. It aims to give the teacher the best view of all the students and the students' best view of the teacher and perhaps one another, and it encourages individual participation to the whole class (better than rows).

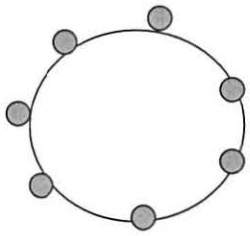
2. **Breakout Grouping**: If the classroom is large enough, place tables and/or seats to which subgroups can go for team-based learning activities.



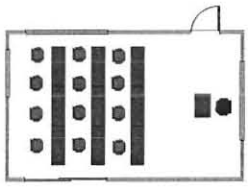
3. **Conference Table**: this arrangement can be formed by joining together tables and the center is usually being hollow. It is best if the table is relatively a square. A rectangular table can create a feeling of formality if the teacher is at the head of the table.



4. **Circle**: Simply seating students in a circle without seats or tables promotes the most direct face-to-face interaction. Assuming there is enough space, students can be sub grouped into many circles.



5. **Traditional Classroom**: Grouping can be formed by facing children sitting each other.



To sum up, a conceptual analysis of various philosophical ideas on active learning is very important whenever teachers' professional development has been raised. Thus, discussing teachers' professional development considers teachers both as a teacher and as a learner who strives to cop up with new technologies and teaching techniques.

Chapter III: Research Design and Methodology

In this chapter, the method of data collection, the sources of data, sample population and sampling techniques, instruments and procedures of data collection have been described.

3.1 Methodology

The purpose of this study is to investigate the successes and challenges of cluster model for professional development of primary school teachers in Oromia using the experience of USAID-AED/BESO Project.

To achieve its aim, the descriptive survey method was employed as it enables the researcher to analyze data of many scores with a small number of numerical indices meaningfully (Gay, L.R. et al.2000:623). The descriptive method is also helpful for investigating a variety of educational problems and issues. Since typical descriptive studies are concerned with assessment of attitudes, opinions, preferences, practices, and procedures (Gay, L.R. et al.2000:275), the researcher has used this method to gather pertinent data from teachers, directors and experts.

Furthermore, the researcher has employed the qualitative approach in order to get vital insights that could supplement and substantiate the quantitative approach.

3.2 The Sources of Data

The main sources of data in this study were key teachers, school directors, education experts currently working at WEO, Zone education offices and OEB through questionnaire. Additional data were gathered from the same source through focus group discussion. More over, the researcher has used BESO project plan and reports, school rosters, Wereda supervisors school follow up reports and observations in sample Weredas and schools. These additional data have helped the researcher to strengthen the responses by triangulation.

3.3 Sample Population and Sampling Techniques

In Oromia regional state, 440 primary schools, 80 Weredas and 16 Zones were supported by AED/BESO II project. From these schools, Weredas, Zones and OEB, 133 (30.2%) key teachers, 129 (29.3%) directors, and 36 (35.6%) education experts were included in this study. Thus, out of the total population 981,298(30.4%) respondents were taken as a sample population of this study.

Since the study was conducted at regional bases, it was important to select samples of representatives of teachers, directors and education experts from project supported CRCs, Satellite schools, WEOs and Zones. Criterion and homogeneous sampling approach of purposive sampling technique was used to select the respondents from the total population. This was because of respondents' similar profession and experience and the researcher's experience and knowledge of the group to be sampled (Gay, L.R. et al.2000:138).

Thus, the researcher grouped the respondents into teachers, directors and education experts from schools and weredas having communication facilities. As a result of this, except from East Wellega, Guji and Kellem Wellega Zones, where one wereda from each zone was selected, the remaining thirteen zones (Arsi, Bale, Borena, East Hararge, East Shewa, Ilu Aba Bora, Jimma, North Shewa, South West Shewa, West Arsi, West Hararge, West Shewa and West Wellega) have two weredas each and CRCs with their respective satellite schools.

Hence, the researcher believes that these primary sources of data helped him to get adequate firsthand information to draw valid inferences.

3.4 Instruments and Procedures of Data Collection

3.4.1 Data Gathering Instruments

The data used for this study were collected through questionnaire, focus group discussion and observation. In addition to these, documentary analysis was used to verify the data.

3.4.1.1 The Questionnaire

Using questionnaire has some advantages, for example, it requires less time, it is less expensive, permits collection of data from a much larger sample as compared to other data gathering instruments(Gay, L.R. et al.2000:280). A questionnaire is also widely used in educational research to obtain information about certain conditions and

practices, and to inquire into opinions and attitudes of individuals or groups (Kaul 1996 cited in Lemma Dadi, 2006:44)

Based on the above facts the researcher has used a questionnaire having both closed (restricted) and open ended questions. This was to get available information from teachers, directors and education experts. Before administering the questionnaire, it was piloted on 19 key teachers, 19 directors, 4 wereda and 2 education experts who were participating TOT round II at Jimma town from Feb. 15-19, 2007. Based on their inputs, some questions were modified including language simplicity.

Finally, the improved questionnaires were sent to target respondents with directives through teachers drawn from project supported CRCs for training on utilization of Science Kit. This was a golden opportunity for the researcher to send all the questionnaires to the selected Zones, Weredas, CRCs, and satellite schools at a time.

Except some questions that need reply of the respondent that depend on his post, similar questions were given to the respondents. Then out of 144 key teachers, 144 directors and 59 education experts who were expected to fill in and send back the questionnaire, 133(30.2%) key teachers, 129(29.3%) directors and 36(35.6%) education experts filled in the questionnaires and sent back in time. Only 49 respondents which were 14.1% of the planned respondents did not send the questionnaire. Thus, a total of 298 respondents which was 85.9% of planned sample population have successfully filled in and send their responses as it has been summarized in table three.

Table 3: Summary of Respondents by Type, Plan and Achievement

Type of Respondents	Total Population	Planned		Achieved		Not Replied	
		N	% from the total population	N	% from planned sample population	N	% from planned sample population
Teachers	440	144	32.7	133	92.4	11	7.6
Directors	440	144	32.7	129	89.6	15	10.4
Education Experts	101	59	58.4	36	61.0	23	39.0
Grand Total	**981**	**347**	**35.4**	**298**	**85.9**	**49**	**14.1**

3.4.1.2 Observation

According to Gay, L.R. et al (.2000:223), observation is a data gathering process in which the researcher observes the setting. If it is made free from observer's bias and effect, observation can help the researcher to gather the desired quality data. Thus, the researcher has developed and used a checklist for the status of utilizing project supported materials, classroom observation and counter check of some major questions in the questionnaire. Out of 29 selected sample CRCs, 11(37.9%) (Abdisa Aga, Ejere Chengere, Ginchi, Hawas Melkasa, Dera, Tigil Fire, Welenchiti, Karra, Kunni, Adele and Arsi Negelle No.1) were observed. In each CRC, records, plans, reports etc of teachers' professional development committees, CRC coordinating committees plan versus achievement, their networking, reporting etc, status of utilizing USAID/BESO II Project donated materials were seen using the developed checklist.

3.4.1.3 Interviews

According to Gay, L.R. et al (.2000:220), an interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person. Interviews may involve a single participant as in a case study or a number of participants as in ethnographic research. Participants may be interviewed individually or in groups. Interviews permit the researcher to obtain important data that may not be obtained from observation such as past events or the way things used to be before.

Based on this, ten key teachers, ten directors, eight Wereda supervisors and three Zone CRC coordinators were interviewed each for about twenty minutes using structured interview.

3.4.2 Procedures of Data Collection

The researcher has employed three steps in collecting the data for the study. First, relevant literatures both from hard and soft copies were reviewed so as to get adequate and up to date information on the topic. Second, basic research questions were formulated, which have helped the researcher to show the direction of the study. Third, data gathering instruments were developed. Then, after piloting and improving the questionnaire, it was administered to selected sample population. Finally, interviews and observations were made in selected target areas of the study.

Chapter IV- Data Analysis and Management

This chapter deals with the presentation; analysis and interpretation of data to seek answers for the basic research questions. The chapter has three parts. The first part deals with the background information of the respondents while the second part presents and analyzes the main data gathered regarding the success and challenges of cluster model for professional development of primary school teachers. The third part discusses the major results of the study.

4.1 Respondents' Background Information

The respondents of this study were key teachers and directors from selected CRCs and satellite schools. In addition to these, education experts at OEB and selected Zone and Wereda Education Offices who are working on school cluster were also the respondents of the study. The background information of these key teachers, directors and education experts has been summarized as it has been given in table 4.

Table 4: Bio-data of Respondents

Item		Key Teachers N=133		Directors N=129		Education Experts N=36		Grand Total N=298	
		f	%	f	%	f	%	∑f	%
Sex	Male	106	79.7	119	92.2	35	97.2	260	87.2
	Female	25	18.8	7	5.4	1	2.8	33	11.1
	No Response	2	1.5	3	2.3			5	1.7
Age	19-28	57	42.9	30	23.3	1	2.8	88	29.5
	29-38	33	24.8	54	41.9	11	30.6	98	32.9
	39-48	33	24.8	33	25.6	19	52.8	85	28.5
	above 48	6	4.5	7	5.4	5	13.9	18	6.0
	No Response	4	3.0	5	3.9			9	3.0
Work Experience	below 5	44	33.1	14	10.9	1	2.8	59	19.8
	6-15	32	24.1	63	48.8	8	22.2	103	34.6
	16-25	38	28.6	36	27.9	19	52.8	93	31.2
	26-35	9	6.8	9	7.0	7	19.4	25	8.4
	above 35	3	2.3	3	2.3	1	2.8	7	2.3
	No Response	7	5.3	4	3.1			11	3.7
Qualification Level	Certificate	76	57.1	57	44.2	1	2.8	134	45.0
	Diploma	49	36.8	63	48.8	27	75.0	139	46.6
	First Degree	2	1.5	1	0.8	4	11.1	7	2.3
	Second Degree(MA)					2	5.6	2	0.7
	No Response	6	4.5	8	6.2	2	5.6	16	5.4

According to table 4 above, out of 133 total key teachers, 106(79.7%) of them were male, while 25 (18.8%) were female. The remaining 2(1.5%) did not supply

information with regard to their sex. Similarly, in the same table, out of 129 total numbers of directors, 119(92.27%) were male, while 7 (5.4%) were female. The remaining 3(2.3%) did not give information on their sex. All education experts, 36 (100%), have given information on their sex type. As per their information summarized in table 4 above, 35(97.2%) of them were male, while 1 (2.8%) was female.

Though 5(1.7%) respondents did not give information on their sex type, the aggregated sex data of the respondents shows that, out of 293(98.3%) respondents who had given information on their sex, 260(82.7%) were male while 33(11.1%) were female. This shows that female participants in target area of this study, both at leadership position (director and education expert) and key teacher was low.

As indicated in table 4 above, the age group of 57(42.9%) teachers fall between 19 and 28 while 54(41.9%) of directors were within the age group of 29 to 38 years. Similarly 19(52.8%) of the education experts were within the age group of 39 to 48 years. The aggregated age group of the respondents shows that 98 (32.9%) respondents were found to be within the age category of 29-38. The remaining 88 (29.5 %), 88 (28.5 %) and 16 (6 %) were between the age groups of 19-28, 39-48 and above 48 years respectively. 9(3%) of the respondents did not give information on the type of their age.

This age grouping of the respondents' shows that the respondents are matured who are experienced, wise, and have common sense to offer quality information (Encarta Dictionary- Reference Library Premium ® 2007) that are dependable.

Concerning their experiences, 44(33.1%) of the teachers have blow 5, 63(48.8%) of the directors have 6 to 15 years of experience while 19(52.8%) of the education experts have 16 to 25 years of experiences. The aggregated work experience of the respondents also shows that 103(34.6%) of the respondents have 6 to 15 years while 93(31.2%) of them have 16 to 25 years of experience. 59(19.8%) and 32(10.7%) respondents have below 5 and above 25 years of experiences respectively. The remaining 11(3.7%) of the respondents did not give any information on their work experience. The ranges of experiences that vary from one to thirty five years enable the respondents to share knowledge and skills that help them to implement professional development program of teachers through the cluster school model.

Regarding the qualification of the respondents, table 4 shows that, 139(46.6%) of them have diploma and 134(45%) have certificate. In the same table, 7(2.3%) of the

respondents have first degree and 2(0.7%) of them have second degree (MA). The remaining 16(5.4%) did not specify their education level in the questionnaire. This implies that there is sufficient human resource with different level of education that can implement teachers' professional development program using the cluster model. In addition to this, the experiences and qualification of these respondents enable the researcher to draw valid conclusion from the information they offered.

4.2 Data Analysis

Under this part, the data obtained through questionnaire, document analysis, observation and focus group discussions were analyzed to find answer for the basic research questions set for the study. In addition, the researcher employed Likert scale to know respondents' agreement or disagreement on certain views. Likert scale is appropriate for measuring the degree to which people agree or disagree with a statement, usually on a point scale (Encarta Dictionary- Reference Library Premium ®2007).

Table 5: CRC Establishment Year, Number of Clustered Schools and Selection Criteria

Item No	Item	Key Teachers		Directors		Education Experts		Total	
		N=133		N=129		N=36		N=298	
		f	%	f	%	f	%	∑f	%
	The time when school cluster program started								
1	A. before 6 years	30	22.6	31	24.0	10	27.8	71	23.8
	B. Since 6 years	77	57.9	79	61.2	22	61.1	178	59.7
	C. uncertain	16	12.0	12	9.3	1	2.8	29	9.7
	No Response	10	7.5	7	5.4	3	8.3	20	6.7
	Number of Clustered Schools								
	A. Below 4	10	7.5	13	10.1	2	5.6	25	8.4
	B. 4	40	30.1	44	34.1	8	22.2	92	30.9
2	C. 5	40	30.1	35	27.1	18	50.0	93	31.2
	D. 6	25	18.8	22	17.1	2	5.6	49	16.4
	E. 7 and above	14	10.5	14	10.9	4	11.1	32	10.7
	No Response	4	3.0	1	0.8	2	5.6	7	2.3
	Knowledge of CRC selection criteria								
3	A. Yes	114	85.7	122	94.6			236	90.1
	B. No	18	13.5	5	3.9			23	8.8
	No Response	1	0.8	2	1.6			3	1.1
	Knowledge of selection criterion used to select the CRC								
4	A. Standard of the school-being second cycle and having more qualified and experienced teachers, Coordination Skills of the CRC Director and the like	59	44.4	69	53.5	16	44.4	144	48.3
	B. Accessibility	5	3.8	13	10.1	12	33.3	30	10.1
	C. Located at an area for better communication	30	22.6	18	14.0	3	8.3	51	17.1
	D. Good Model for Satellite Schools in implementing TESO	15	11.3	7	5.4	3	8.3	25	8.4
	E. all of the above	10	7.5	17	13.2	1	2.8	28	9.4
	No Response	14	10.5	5	3.9	1	2.8	20	6.7

As it can be seen from table 5 item no.1, the majority of the respondents 178(59.7%) replied that the cluster school program has been started since six year while 71(23.8%) have replied that the program started before six years. These schools may be from those who have got an opportunity of UNICEF assisted schools as stated by Ayalew Shibeshi(2004:8):

> *The cluster idea was introduced in some regions as early as in 1997 and spread to the rest later on. The MOE developed a guide in 2000 may be used the experience of the school clusters already formed through UNICEF assistance.*

Even though its time was not specified, what has been stated by MOE (2004:24) in CPD guideline compliments the above idea. As stated by MOE, UNICE has been supporting primary education of Ethiopia to ensure the availability of well trained teachers who are capable of introducing student-centered approach. These activities lead to the establishment of CRCs and their support for organizing professional development and training activities on an on-going basis.

As it has been stated by OEB (2002: ii), the establishment of CRCs as a part of on-job training program has been started in 2000. These CRCs were helpful in enhancing teachers' professional development. Because teachers can upgrade themselves without necessarily leaving their workplaces. As it has been stated by OEB(2002:ii), the introduction of clustering schools was to make use of limited human and material resources effectively in order to build the professional competencies of teachers.

On the other hand, as it has been confirmed by the majority of the respondents, their school has been clustered since six year which matches with BESO II project intervention. This compliments what has been stated by MOE (2004:28) in CPD guideline. As per this guideline, BESO was working in the area of primary teachers' professional development in supporting the development of school clusters in a number of regions, providing the opportunities for teachers to share skills and experience.

Some respondents were doubtful while others did not give response for the question that asks when their school became a school cluster. These were 29(9.7%) and 20(6.7%) respondents respectively.

Thus, it can be said that in the majority of the schools, the cluster model has been started since six years and it is a new experience for these BESO II project supported schools.

Pertaining to the number of schools organized under one CRC, as indicated in table 5 item 2, 185(62.1%) of the respondents have replied that 4 to 5 schools were clustered. If we divide the number of BESO II project supported 440 schools to 96 CRCs, the average number of clustered schools is 5 which coincides with the criteria set for clustering schools by OEB (2002:38) and MOE (2006:86). The Oromia regional state education bureau uses having four schools in one cluster and similarly MOE uses 4 to 5 in rural and 5 to 7 in urban to form a cluster. This shows that the responses given by the respondents for clustering schools between 4 and 7 were inline with the criterion set both by OEB and MOE.

In the same table, 25(8.4%) respondents have stated that the number of clustered schools in their cluster program is below five, while 7(2.3%) of them have replied that the number of schools within their clustered schools exceeds seven. Though it has not been said about numbers of schools below four, OEB (2002:38) took the numbers that exceed the maximum as a serious issue. This is because, as the number of schools in a cluster increases, there will be an increase in number of teachers, distance between schools etc that makes difficult the arrangement of trainings, experience sharing programs etc at CRC level.

114(85.5%) and 122(94.6%) teachers and directors respectively have replied that they knew the selection criteria of CRC

Concerning the criterion used to select the CRCs the aggregated responses have shown that:

- 144(48%) respondents have replied that standard of the school (being second cycle and having more qualified and experienced teachers, coordination skills of the CRC director etc),
- 51(17.1%) of them have responded that location of the CRC in better communication facilities,
- 30(10.1%) respondents replied accessibility of the CRC, and
- 25(8.4%) of them have also confirmed that being good model for satellite schools in implementing TESO were criterion used in descending order of their responses.

There were also 28(9.4%) respondents who have replied that all the above criteria have been used while 20(6.7%) did not give responses.

In summary, the knowledge of CRC selection criterion is very important to implement the activities of CRC such as organizing teachers training and experiences sharing, undertaking supervision to give professional support to each other, use meager resource in common etc. Hence, even though the majority of the respondents have the knowledge of CRC selection criterion, the number of respondents that remain with no answer can influence the success of the program which implies that frequent orientation on the criterion used to such people has to be given. The focus group discussion held with some selected sample CRC key teachers and directors also reveals that they do not know selection criterion of the CRCs. These key teachers and directors were newly assigned (Abdisa Aga, Ejere CRCs Arsi Negele, etc) due to turnover or transfer.

Table 6: Manual Availability, Interest to Participate in CRC, and Participation in Planning and Implementation

No	Item	Key Teachers		Directors		Education Experts		Total	
		N=133		N=129		N=36		N=262	
1	Availability of Cluster School Manual	f	%	f	%	f	%	∑f	%
	A. Yes	94	70.7	86	67			180	68.7
	B. No	29	21.8	37	29			66	25.2
	C. Uncertain	7	5.3	4	3.1			11	4.2
	No Response	3	2.3	2	1.6			5	1.9
2	Interest in participating in CRC activities								
	A. High	57	42.9	60	47			117	44.7
	B. Medium	69	51.9	68	53			137	52.3
	C. Low	3	2.3	1	0.8			4	1.5
	No Response	4	3		0			4	1.5
3	Participation of OEB, ZEOs and WEOs in planning and execution of BESO II Project								
	A. Yes					29	80.6		
	B. No					3	8.3		
	C. I don't know					3	8.3		
	No Response					1	2.8		

As it can be seen from table 6 item 1 above, 94(70.7% of the key teachers and 86(66.7%) of the directors replied that the school cluster guide manual is available in their schools while 29(21.8%) key teachers and 37(25.2%) directors responded that there is no school cluster guide manual in their schools. The remaining 11(4.2%) of the respondents were uncertain about the availability of this guideline while 5(1.9%) did not give their responses.

As it has been stated in OBESO (2007:34), from the manual developed by BESO II project in 2004, 350 were distributed to project supported schools. This covers 79.5% of project supported schools and this implies that the remaining 90(20.5%) project supported schools did not get the manual. Thus, this confirms that the responses of key teachers and directors who replied there is no cluster guide manual at their school were correct. The absence of this manual has also been confirmed during the observation of the researcher in selected CRCs and satellite schools like Kunni, Hawas Melkasa CRCs.

As per the responses of these key teachers and directors, even though the majority of them have got this manual, those who didn't get the manual but expected to implement cluster activities should get the manual. Otherwise it could be one of the challenges for the success of the project.

What has been confirmed in focus group discussion held at Hawas Melkasa was the lack of understanding about their role and responsibility. The case study on school level teachers CPD done by Gizaw Tasisa(AAU:2006:92) has also supplement the above argument. According to this study, the reply of one interviewed teacher was stated as:

> I have no idea about *cluster. I simply see teachers from other school come here. I hear some teachers from this school go to other school; I did not go so far because I am overloaded.*

Thus, the above discussion implies that frequent orientation of key teachers on their role and responsibility is very important to carry out cluster activities as required.

Concerning their interest to participate in the cluster activities, 69(51.9%) key teachers and 68(52.7%) directors have replied that they have medium interest. Similarly 4(1.5%) each has responded that they have low interest and no response Low level of awareness, taking as a burden, insufficient WEO support, lack of time were some of the reasons given by the respondents that make their interests to be low or medium to participate in CRC activities.

This shows that, much has to be done to maximize the interest of teachers and directors so that they can be committed to participate and implement CRC activities. Otherwise, it can be difficult to carry out what has been expected of them. This is because how can one convince others without having an interest being a trainer of other teachers?

Thus, lack of interest or having low interest may have direct negative impact on the success of the project in particular and that of teachers' professional development through cluster model in general. What has been revealed by the review of the status and performance of UNICEF supported CRCs, was similar to this finding. According to this report, the high level of motivation witnessed in the initial years is not sustained due to lack of institutional commitment, lack of efficient school management, lack of sufficient and efficient follow up and monitoring, lack of continuity of the training programs, lack of credit for the training taken and others. Similarly, according to Giza Tasisa(AAU:2006:91), if teachers meet, discuss and share their experiences, there is a professional gain in their respect. However, if non-professional issues subjugate the purposes and changes are not perceived, teachers may loose interest.

Regarding participation of OEB, ZEOs and WEOs in planning and execution of BESO II project, 29(80.6%) of the respondents have replied that they have participated in the planning and implementation of the project while 3(8.3%) have responded that they did not participate both in planning and execution of the project. The remaining 3(8.3%) of the education experts replied that they do not know about their participation and one respondent did not give his response.

Even though research has shown that there is a little agreement on successes criteria (John Wateridge in Turner,J.et.al: 2004:149), the participation of OEB, ZOEs and WEOs in planning and execution of AED/BESO II project activities can maximize the sustainability of the best practices of project. Their participation has the tasks of conducting need assessments, planning and implementing training programs of teachers, provision of technical support through follow up visits and the like. This implies that, AED/BESO II project was successful in planning and implementing project activities with OEB and its lower level structure. Yet, those respondents who replied that they do not participate in planning and implementing and don't know about their participation can remain as a challenge for the success of the project.

Table 7: PDC Plan Implementation and Evaluation of Activities

Item No	Item	Key Teachers (N=133)		Directors (N=129)		Total (N=262)	
	Existence of PDC in schools	f	%	f	%	∑f	%
1	A. Yes	122	91.7	121	93.8	243	92.7
	B. No	5	3.8	5	3.9	10	3.8
	C. I don't know	3	2.3	1	0.8	4	1.5
	No Response	3	2.3	2	1.6	5	1.9
2	Major roles and responsibilities of PDC						
	A. identify training needs	40	30.1	33	25.6	73	27.9
	B. coordinate trainings at the school	71	53.4	58	45.0	129	49.2
	C. provide CRC/ school based trainings	8	6.0	18	14.0	26	9.9
	D. evaluate training impacts	1	0.8	2	1.6	3	1.1
	E. create networking with schools in the cluster		0.0	5	3.9	5	1.9
	F. all of the above	10	7.5	10	7.8	20	7.6
	no response	3	2.3	3	2.3	6	2.3
3	Availability of PDC work plan						
	A. Yes	108	81.2	102	79.1	210	80.2
	B. No	17	12.8	22	17.1	39	14.9
	C. I don't know	4	3.0		0.0	4	1.5
	No Response	4	3.0	5	3.9	9	3.4
4	Is the plan well communicated to teachers?						
	A. Yes	111	83.5	110	85.3	221	84.4
	B. No	15	11.3	16	12.4	31	11.8
	C. I don't know	2	1.5	1	0.8	3	1.1
	No Response	5	3.8	2	1.6	7	2.7
5	Evaluation of PDC Performance						
	A. Poor	8	6.0	11	8.5	19	7.3
	B. Good	57	42.9	53	41.1	110	42.0
	C. Very Good	48	36.1	44	34.1	92	35.1
	D. Excellent	11	8.3	9	7.0	20	7.6
	No Response	9	6.8	12	9.3	21	8.0

As indicated in table 7 item 1 above, 122(91.7) key teachers and 121(93.8%) directors have confirmed that the PDC has been formed in their schools. On the other hand, 5(3.8%) of the key teachers and 5(3.9%) of the directors have replied that there is no PDC in their school. Similarly, 4(1.5%) of the respondents have said that they don't

know about the existence of PDC in their school and 5(1.9%) of the respondents have remain with no response.

The absence of PDC in these BESO II project supported schools is a challenge for the success of the project which has to be given remedial solution in time.

Regarding the major roles and responsibilities of the PDC as indicated in table 7 item 2, 71(53.4%) key teachers and 58(45%) directors replied that their major roles and responsibilities is coordination of trainings at the school level. Identification of training needs, provision of school based trainings, create networking among CRCs and schools, and evaluating training needs are the other roles and responsibilities identified by the respondents. 10(7.5%) key teachers and 10(7.8%) directors have stated that all the given activities are the roles and responsibilities of their PDC. This coincides with PDC roles and responsibilities stated in cluster management manual. As per this manual the PDC has representatives of departments and is led by the director. It accomplishes the following activities:

- makes teachers training need assessments
- organize teachers in study groups and coordinate study programs
- forward controversial issues to CRC management committee for further discussion and seek solution
- provide training modules to be used in study groups and initiate to implement lessons learned in classroom instruction
- develop strategies on how to share experiences between study groups and solve problems encountered in teachers study group
- organize progress reports and send to WEO(BESO: 2004:7)

In summary, the PDCs, where organized in project supported schools, are functioning as required. It is also important to give due attention to those who didn't organize the PDCs at their schools.

In the same table item 3, 108(81.2%) key teachers and 102(79.1%) directors confirmed that their PDC has work plan in which 111(83.5%) key teachers, 110(85.3%) directors replied that this plan was communicated to teachers as indicated in table 7 item 4. In sample schools (Tigil Fire, Welenchiti , and Adele CRCs and Arsi Negelle No 2 satellite school) where the researcher has made observation, work plans of PDC disaggregated by activity, time and responsible person were seen.

On the other hand on table 7 item 3 and 4, 17(12.5%) key teachers and 22(17.1%) directors have replied that the PDC has no work plan. Similarly, 15(11.3%) of the key teachers and 16(12.4%) of the directors stated that PDC plans were not communicated to teachers. There are also 4(3%) and 2(1.5%) key teachers who replied that they don't know about PDC work plan and it has been communicated to teachers respectively. The aggregated number of respondents in the same table item 3 and 4 shows that, 9(3.4%) of the key teachers and 7(2.7%) directors gave no response.
Finally, one can conclude that even though the majority of the respondents have replied that the PDC at their school has work plan, schools that do not have work plan and do not communicate to teachers should be revisited and make them prepare plans well communicated to teachers for effectiveness of teachers' professional development at their school level. Otherwise though strengthening the TPD program has taken as no option of future direction (MOE: 2006:146), failure in proper planning and, communicating this plan to the target teachers may result in challenges for success of TPD program. As stated by MOE (2006:146), this TDP future direction gives emphasis to teachers' selection, pre-service and in-service trainings. Failure to do this leads the education system to remain with existing problems.

As to the evaluation of the PDC performances in table 7 item 5, 57(42.9%) key teachers and 53(41.1%) directors have rated that it is good. Others teachers have rated as very good 48(36.1%) and excellent (8.3%) while the remaining 8(6%) rated as poor performance. The directors have also rated very good 44(34.1%), 9(7%) excellent while 11(8.5%) of the directors have rated PDC performance as it was poor. 9(6.8%) key teachers and 12(9.3%) directors didn't give response. As stated by Tom Goad (1982) cited by Kassahun Aseffa (2004: 5), developing a learning event requires planning, execution, and follow-up or revision phases that have an inter-related system or continuous cycle. These phases include analysis, design, develop, conduct and evaluate.

In summary, since much has been expected of the PDC, well planned, implemented and evaluated teachers' professional development activities need to be done unanimously in project supported schools.

Table 8: The Number of Key Teachers and Directors who Participated in Active Learning Techniques Trainings Organized at School and Region Level

Type	N	School Level										Region Level									
		below 5		6-15		16-25		above 25		No Response		below 5		6-15		16-25		above 25		No Response	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Key Teachers	133	88	66.2	18	13.5	6	4.5	2	1.5	19	14.3	111	83.5	1	0.8	1	0.8			20	15
Directors	129	84	65.1	37	28.7	1	0.8	2	1.6	5	3.9	112	86.8	5	3.9	3	2.3	1	1	8	6.2
Total		**172**	**65.6**	**55**	**21**	**7**	**2.7**	**4**	**1.5**	**24**	**9.2**	**223**	**85.1**	**6**	**2.3**	**4**	**1.5**	**1**	**0.4**	**28**	**10.7**

As indicated in table 8 above, 88(66.2%) key teachers and 84(65.1%) directors have participated less than five rounds in school level trainings given on active learning teaching while 111(83.5%) key teachers and 112(86.8%) directors took less than five round trainings given at region level respectively. But as per AED/BESO II Project Oromia regional plans, all project supported schools key teachers and directors were expected to take TOT given at the region level to reinforce active learning using Instructional Kits, Professional Handbook, Women Teachers' Support Materials and CPD training course modules. The same trainees were expected to offer school CRC/based trainings and submit training reports to the regional BESO project office. Thus, both school based and region level trainings account a minimum of ten rounds of training that the majority of project supported school key teachers and directors need to participate. In each round, the participants took trainings on active learning teaching techniques, continuous assessment, action research, large class size management, gender and socially relevant issues. Yet as their responses revealed, the majority (65.6%) of key teachers and directors replied that they took school level trainings less than five times with almost similar response 85.1% of the key teachers and directors participated in region level trainings. As per the data gathered from 12 CRCs in 11 zones of this study, this mismatch of plan versus achievement could be the result of turnover which was 66.7% for key teachers and 83.3% for directors in the past five fiscal years. The observation and discussion made with sample CRCs,(Abdisa, Aga, Ejere Chengere, Arsi Negelle, Hawas Melkasa and Kunni) also confirmed that there were turnover of key teachers and directors.

In the same table 8, it has indicated that 55(21%) key teachers and directors took school level training from six to fifteen rounds while 6(2.3%) of them have responded for the same range of trainings. Similarly 11(4.2%) key teachers and directors replied that they have participated in school level trainings above sixteen times while 5(1.9%) of them also took trainings on the same topic for more than sixteen rounds.

On the other hand, 19(14.3%) and 20(15%) key teachers didn't give responses on their participation organized both at school and region levels respectively.5 (3.9%) and 8(6.2%) of the directors have also gave no response.

In summary, even though the Oromia five years BESO II project completion report indicated that the project has exceeded by 2,552(64%) teachers from the planned number of 3,986 per year(OBESO:2007:17), the turnover of these trained key teachers and directors seems a challenge for its success.

Thus, collaborative effort is necessary from the stakeholders and the project before its close out on how to mitigate turn over of trained and experienced teachers with directors.

Table 9: Responses on the Degree of Importance of Active Learning Technique Trainings for Professional Development of Teachers

Type	Very High		High		Medium		Low		Very Low		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
Key Teachers(N=133)	87	65.4	25	18.8	10	7.5	4	3	6	4.5	1	0.8
Directors(N=129)	88	66.2	23	17.3	9	6.8	2	1.5	7	5.3		0

As indicated in table 9 above, 87(65.4%) key teachers and 88(66.2%) directors have rated as very high while 6(4.5%) teachers and 7(5.3%) directors rated the implementation of active learning technique trainings for professional development of teachers as very low. On the same table, 25(18.8%) key teachers and 23(17.3%) directors have rated the importance of active learning technique trainings for professional development of teachers as high while 4(3%) key teachers and 2(1.5%) directors have replied that it has low importance. Those who rated the importance of active learning technique trainings for professional development of teachers as

medium were 10(7.5%) key teachers and 9(6.8%) directors have made an aggregate of 19(7.3%) of the total respondents.

In general, as it has been indicated in teachers development program (MOE: 2006: 28), the difference in rating of the importance of active learning technique trainings for professional development of teachers shows that teachers competency and understanding problem needs continuous awareness raising activities.

Thus, to bring the level of all the key teachers and directors to the required level that enable them fully discharge their duties, trainings being offered at CRC level should be continued in a well organized way (MOE: 2006:28). Hence, from the above discussions, one can conclude that the trainings were not sufficient to capacitate key teachers and directors particularly to respondents who have rated medium and below on the importance of active learning technique trainings for their professional development.

Table 10: Availability of Kits in Schools

Types of Kits	Key Teachers (N=133)						Directors (N=129)					
	available in the School		Not Available in the School		No Response		available in the School		Not Available in the School		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
Self-Instructional Teachers' Kits (Module 1-6)												
Active Learning Teaching Techniques	128	96.2	4	3.0	1	0.8	125	96.9	4	3.1	0	0.0
Continuous Assessment	130	97.7	3	2.3	0	0.0	127	98.4	2	1.6	0	0.0
Curriculum Integration	101	75.9	16	12.0	16	12.0	101	78.3	16	12.4	12	9.3
Managing Large Class Size	124	93.2	8	6.0	1	0.8	121	93.8	8	6.2	0	0.0
Action Research	115	86.5	14	10.5	4	3.0	115	89.1	10	7.8	4	3.1
Total	**598**	**89.9**	**45**	**6.8**	**22**	**3.3**	**589**	**91.3**	**40**	**6.2**	**16**	**2.5**
School Kits	93	69.9	24	18.0	16	12.0	99	76.7	15	11.6	15	11.6
Supplementary Materials on Socially Relevant Topics												
HIV/AIDS	121	91.0	9	6.8	3	2.3	113	87.6	12	9.3	4	3.1
Environmental Protection	74	55.6	40	30.1	19	14.3	71	55.0	46	35.7	12	9.3
Civic and Ethical Education	98	73.7	24	18.0	11	8.3	92	71.3	31	24.0	6	4.7
Gender Issues	107	80.5	16	12.0	10	7.5	103	79.8	20	15.5	6	4.7
Total	**400**	**75.2**	**89**	**16.7**	**43**	**8.1**	**379**	**73.4**	**109**	**21.1**	**28**	**5.4**
Grand Total	**1091**	**82.03**	**158**	**11.9**	**81**	**6.1**	**1067**	**82.7**	**164**	**12.7**	**59**	**4.6**

According to table 10 above, 89.9% of the key teachers replied that there are available Self-Instructional Teachers' Kits (Module 1-6) in their Schools while 45(6.8%) have indicated that the kits are not available. Similarly, 91.3% of the directors have responded that there are available Self-Instructional Teachers' Kits (Module 1-6) in their Schools while 40(6.2%) have indicated that the kits are not available. On the other hand, 22(3.3%) key teachers and 16(2.5%) directors did not give responses.

Regarding school kits, 93(69.9%) key teachers and 99(76.7%) directors indicated that the school kits are available in their schools while 24(18%) key teachers and 15(11.6%) directors have replied that the kits were not available. 16(12%) key teachers and 15(11.6%) directors were replied the questionnaire with no response.

On the availability of supplementary materials on socially relevant topics, the aggregated responses showed that, 75.2% key teachers and 73.4% directors have indicated that the materials are available while 16.7% key teachers and 12.7% directors replied that these materials were not available. On the same table, 6.1% teachers and 4.6% directors did not give responses.

On the other hand, the regional project completion report (OBESO, 2007:15) has indicated that an average number of 123 (58.8%) Self-Instructional Teachers' Kits, 10(4.8%) School Kits and 76(36.4%) Supplementary Materials on Socially Relevant Topics were distributed to BESO II Project supported schools.

As it has been indicated (MOE, 2004:39), the skill gaps of teachers identified were largely related with teaching methods. Implementing active learning, continuous assessment – all in the context of large class sizes – need to be developed in all schools. Ways of organizing a self-contained classroom and teaching an integrated curriculum also need reinforcement. In addition, national priorities, such as HIV/AIDS, Gender, and Professional Ethics etc must get urgent attention (MOE, 2004:39).

Thus, one can say that the shortage of these kits, as indicated by some key teachers and director comes as a result of distribution problem or due to lack of knowledge for those who were newly assigned as discussed in table 8. Hence, due attention has to be given both on the distribution and proper utilization of these kits that help for professional development of teachers.

Table 11: Frequency of Studying the Instructional Kits

How often teachers study the instructional kits?	Key Teachers		Directors		Total	
	f	%	f	%	∑f	%
A. Weekly	69	51.9	70	54.3	139	53.1
B. Monthly	41	30.8	42	32.6	83	31.7
C. Quarterly	13	9.8	14	10.9	27	10.3
D. Bi-annually	7	5.3	2	1.6	9	3.4
No Response	3	2.3	1	0.8	4	1.5
Number of hours spent to study the instructional kits per week						
below 1 hour	7	5.26	10	7.75	17	6.5
1 hour	36	27.1	32	24.8	68	26
2 hours	47	35.3	38	29.5	85	32.4
3 hours	5	3.76	3	2.33	8	3.1
4 hours	2	1.5	1	0.78	3	1.1
above 4 hours	1	0.75		0	1	0.4
No Response	35	26.3	45	34.9	80	30.5

On how frequent teachers' study the materials for their professional development, table 11 shows that, 69(51.9%) key teachers and 70(54.3%) directors have indicated that the study was on weekly basis, while 41(30.8%) key teachers and 42(32.6%) directors have replied that the study was being done on monthly basis.

Regarding time spent in studying these materials, the same table shows that 85(32.4%) key teachers and directors have indicated that two hours are being used to study teachers' professional development materials while 68(26%) them have responded that one hour is being used.

In studying these materials, key teachers and directors have identified the following as a successes and challenges: Studying these materials enhanced teachers capacity to implement active learning, do action research, increased networking among teachers and departments, student participation has increased etc while lack or shortage of time, overlapping of programs, teaching period load, lack of materials (papers, writing

markers etc), teachers need for incentives like perdiem, some teachers loose interest to study in group were challenges given in the open ended questions. The researcher has also verified both issues rose as a successes and challenges in the focus group discussion held at selected CRCs.

As per CPD developed MOE, all existing teachers, except newly deployed teachers (NDTs), who have their own package, must undertake the three generic courses (including topics such as active learning, continuous assessment, curriculum integration, action research, gender, HIV/AIDS, professional ethics, rural development strategy) and a range of other CPD activities, at a minimum of 60 hours per year. (MOE, 2004:36)

Thus, except those who have indicated that two hours and above is being used by teachers for their professional development, one hour does not match with the minimum hour set for per year in CPD guideline. It also seems that revision has to be made on quarter and bi-annual programs indicated by 27(10.3%) and 9(3.4%) of the key teachers and directors.

Table 12: Status of PC Materials, Reference Books, Laboratory Supplies and Science Kit Utilization by Key Teachers

Key Teachers	Status of PC materials, Reference books, Laboratory supplies and Science kit											
	Effectively utilized		Averagely utilized		less utilized		not utilized		I don't Know		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
PC Materials	26	19.5	50	37.6	24	18	7	5.3	12	9	14	10.5
Reference Books	44	33.1	43	32.3	23	17.3	14	10.5	6	4.5	3	2.3
Laboratory Supplies	16	12	20	15	29	21.8	35	26.3	20	15	13	9.8
Science Kit	41	30.8	38	7.4	29	21.8	17	12.8	4	3	4	3
Total	**127**	**23.9**	**151**	**28.4**	**105**	**19.7**	**73**	**13.7**	**42**	**7.9**	**34**	**6.4**

As it has shown in table 12 above, 23.9% of the key teachers have indicated that PC Materials, Reference Books, Laboratory Supplies and Science Kit were effectively utilized while 13.7% of the replied that these materials were not utilized. In the same table, 28.4% of the key teachers have responded that the materials donated by BESO II project were averagely utilized while 19.7% of them said that they are less utilized.

The remaining 7.9% responded that they don't about the utilization of the materials while 6.4% did not give their responses.

As it has been indicated by AED/BESO II project cluster management guide (BESO, 2004:17), currently it is not possible to furnish each school with the necessary input. Thus, to use the meager resource in common, bring new work culture, and share experiences with the aim of improving the quality of education, utilization of resources in common at CRC level has been taken as one option.

In its teachers' development manual, MOE (2006:86) has also indicated that efforts has been made to equip CRCs with resources to be used in common with their satellite schools.

Thus, from the above discussion one can conclude that the materials donated by BESO II project are being utilized as required by 52.3% of the schools which means they are under utilized. During his observation in selected CRCs, the researcher realized that materials like science kit, microscope with its chemicals, and mathematical set of board instruments were not fully utilized by some CRCs such as Abdisa Aga, Ejere Chengere, Dera, Hawas Melkasa and Karra. Since these materials are intended for strengthening cluster activities, due care has to be made by teachers so that the materials are proper utilized. Here directors and WEOs follow up can play great role in using the materials as required.

Table 13: Cooperation of CRCs to Use BESO Donated Materials in Common

Type	Very Cooperative		Cooperative		Less Cooperative		Not Cooperative		No Response	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Key Teachers (N=104)	45	43.3	43	41.3	10	9.6	1	1.0	5	4.8
Directors (N=100)	35	35.0	45	45.0	10	10.0	0	0.0	10	10.0
Total	**80**	**78.3**	**88**	**86.3**	**20**	**19.6**	**1**	**1.0**	**15**	**14.8**

According to table 13 above, 80(78.3%) satellite schools key teachers and directors have indicated that the CRCs are very cooperative to use BESO II project donated materials while 1(1%) key teacher has replied that they are not cooperative. Similarly, 88(86.3%) of the respondents responded that the CRCs are cooperative to use the

materials in common while 20(19.6%) of the have replied that the CRCs were less cooperative. The remaining 15(14.8%) didn't give their responses.

As it can be seen from table 13 above, even though the majority of the satellite key teachers and directors have replied that the CRCs were cooperative, the remaining few were against the directive given in the cluster management guide of BESO (2004:18) that states:

> *"Even though donated materials are registered using Model 19 of the CRCs, in their utilization all satellite schools have equal right".*

Thus, those CRCs who are not willing to use the materials in common should be reoriented so that other schools can equally use the materials. During his observation in selected CRCs, the researcher confirmed that science kits, microscopes, and others were not borrowed by satellite schools and all were in the CRCs.

Table 14: WEOs Supports to Implement the Professional Development of Teachers through Cluster Approach

Type	Technical		Material		Financial		No Response	
	f	%	f	%	f	%	f	%
Key Teachers(N=133)	77	57.9	40	30.1	9	6.8	7	5.3
Directors(N=129)	87	67.4	35	27.1	3	2.3	4	3.1
Total	**164**	**62.6**	**75**	**28.6**	**12**	**4.6**	**11**	**4.2**

As indicated in table 14 above, 77(57.9%) of the key teachers replied that the WEO supports CRCs in technical. Similarly, 40(30.1%) and 9(6.8%) have indicated that material and financial supports were given respectively. 7(5.3%) of the key teachers didn't reply to the question. On the same table, 87(67.4%) directors have confirmed that technical support was given to CRCs which is similar to the key teachers. The remaining 35(27.1%) responded that material supports were given while 3(2.3%) directors replied that they have got financial support from the WEOs. As it has been indicated in their open ended question, facilitate CRC/school based trainings on topics of teachers' professional development and conduct classroom supervision on the status of implementing active learning were among the technical supports given to CRCs by WEOs.

As it has been indicated by MOE, in TESO (2003:101) and CPD guideline (2004:18-19) the new guideline for management and organization has empowered WEOs to carry out the major educational activities that enabled them to address educational problems in their localities. Parts of these responsibilities:

- Plan, organize, coordinate, supervise and support CPD programs and ensure their effective implementation in the local context and
- Provide practical support to schools and cluster centers and facilitate the implementation of CPD programs at the Woreda level were some from the major roles and responsibilities given to WEOs.

Regarding the major roles and responsibilities of WEOs, what has been stated by BESO (2004:12) in cluster management guide manual was similar to that of MOE.

In general, since WEOs are empowered to carry out the major educational activities in their localities, proper planning and implementation of supports to be given to CRCs in technical, material and finance is vital to the success of teachers professional development. Thus, if the best practices of BESO II project are to sustain, the support being given by WEOs need to continue in a well organized and planned way on a continual and annual basis. Except the technical and material supports, the researcher didn't see supports given in finance in observed CRCs (Abdisa Aga, Ejere Chengere, Ginchi, Hawas Melkasa, Dera, Tigil Fire, Welenchiti, Kunni, Karraa and Adelle). Hence provision of these and other resources to CRCs enable them to implement professional development of teachers which is an integral part of school improvement activities.

system support developed from OEB to WEO and assigning of experts who are in charge of CRC activities will enable the RSEB to carry out best practices of the project.

2. Teachers' professional development committees were organized in almost all project supported schools and properly discharge their roles and responsibilities.
3. The number of key teachers and directors who have participated in active learning techniques trainings organized at school and region level was not as planned by the project. The frequent turn over of key teachers and directors has made the trainings not to be sufficient as expected. Yet, trainings given on active learning techniques and related topics were found to be important to develop teaching skills of project supported schools.
4. Joint planning and execution that may contribute for sustainability of the project best practices, teachers' initiation to implement active learning and experience sharing at cluster level were the major successes of AED/BESO II project revealed in this study.
5. Interest of key teachers and directors to participate CRC activities was found to be less and medium.
6. Frequent turnover of key teachers and directors has been seen through out the project life which may contribute for unstable trained key teachers and directors on their position.
7. There was some resistances on the part of CRCs to use the materials (PC Materials, Reference Books, Laboratory Supplies and Science Kits) donated by BESO II project in common.
8. The support given to CRCs by WEOs to implement the professional development of teachers through cluster approach has been more of technical as compared to materials and finance.

As this study has shown, the professional development of teachers can take place in many ways. An individual teacher through private reading, study and reflection on their own practice may improve their performance. Groups of teachers working together in schools on a daily basis have the opportunity to share their professional experiences, identify needs and seek solutions to problems.

5.2 Conclusions

Based on the major findings, the researcher has drawn following conclusions:

1. OEB, ZEOs and WEOs engagement in planning and execution of BESO II Project enables them to sustain the program after the close out of the project.
2. Without organized teachers' professional development committees, it would have been difficult for AED/BESO II project supported school to discharge their roles and responsibilities adequately.
3. Trainings organized to key teachers and directors in a round program need to be implemented with "no discontinuity" of trainees
4. Since teachers professional development through the CRC model has been found not as it was assumed, options must be designed to fill the gap so that teachers can fully participate in their professional development activities. These options may include re-organizing the CRCs based on their proximity, allocating sufficient resources to carry out CRCs activities, etc.
5. Frequent turnover of key teachers and directors has negative impact on the provision of continuous training by skilled teachers.
6. Some CRC resistances to use the materials donated by BESO II project in common has hampered their cluster activities.
7. The support given to CRCs by WEOs to implement the professional development of teachers through cluster approach lacks comprehensiveness.

5.3 Recommendations

Based on the research findings and conclusions drawn, it seems reasonable to suggest the following recommendations:

1. Since the OEB, ZEOs and WEOs were engaged in planning and execution of BESO II Project, they have developed the practice of teachers' professional development program through cluster model. Thus, it is wise to use lessons learned in this project whenever the program is scaled up to non-project supported schools.
2. If the cluster model has been effectively implemented to support professional development of teachers, it is useful program with cost effective, manageable and has high prospect. Thus, this new approach of teachers' professional development has to be supported through teachers' professional development committee so that the committee can fully discharge its roles and responsibilities.
3. Turn over of key teachers and directors have to be abated so as to get stable trained trainers at CRC/school level. Otherwise, directly or indirectly, it may affect not only teachers' professional development activities through cluster model but also the educational activities in and out of the school system.
4. it is necessary to orient and re-orient CRCs to utilize resources in common to promote the efficient use of meager resources.
5. WEOs need to allocate relatively adequate budget for CRCs in a planned way per annum to implement the professional development of teachers through cluster approach.

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Appendix 1: Summary of Information on Data Gathered

No	Zone	Wereda	CRC	Planned			Achieved		
				Number of CRC & Satellite School			Number of CRC & Satellite School		
				Directors	Key Teachers	Total	Directors	Key Teachers	Total
1	Arsi	Dodota Sire	Dera	6	6	12	6	5	11
2		Lemu & Bilbilo	Tigil Fire	4	4	8	4	4	8
3	Bale	Gassera	Wete Chimo	4	4	8	3	4	7
4		Mada Welabu	Waduma	4	4	8	2	2	4
5	Borena	Dugde Dawa	Finchewa	5	5	10	4	4	8
6		Yabello	Elweyye	4	4	8	3	4	7
7	East Harerge	Haramaya	Adele	6	6	12	5	6	11
8		Kurfa Chele	Kurfa Challe	4	4	8	4	4	8
9	East Shewa	Adama	Hawas Melkasa	4	4	8	3	4	7
10		Boset	Welenchity	6	6	12	6	6	12
11	East Wellega	Wayu Tuqa	Gute	6	6	12	4	5	9
12	Guji	Oddo Sakiso	Oddo Shakisso	6	6	12	2	2	4
13	Ilubabur	Gechi	Gechi	4	4	8	4	4	8
14		Yayo	Yambo	4	4	8	4	4	8
15	Jimma	Manna	Yebu	6	6	12	6	6	12
16		Seqa Chekorsa	Buyo Chala	4	4	8	4	4	8
17	Kelem Wellega	Hawa Gelan	Terkanfi Weraksa	4	4	8	4	4	8
18	N/Shewa	Aleltu	Aleltu	5	5	10	5	5	10
19		Fiche Town	Abdisa Aga	6	6	12	6	6	12
20	South West Shewa	Alemgena	Tafki	6	6	12	6	6	12
21		Woliso Town	Ras Gobena	7	7	14	7	7	14
22	West Arsi	Arsi Negelle	A/Negelle No. 1	4	4	8	4	4	8
23		Shalla	Sanbate Shallaa	6	6	12	4	4	8
24	West Harerge	Gemechis	Kuni	5	5	10	5	5	10
25		Kunni	Kara	5	5	10	5	5	10
26	West Shewa	Dandi	Ginchi	5	5	10	5	5	10
27		Ejere	Ejere Chengere	6	6	12	6	6	12
28	West Wellega	Gimbi Town	Bifitu Gimbi	4	4	8	4	4	8
29		Lalo Assabi	Inango	4	4	8	4	4	8
	Sum of Sample Population			**144**	**144**	**288**	**129**	**133**	262
	Total Population			440	440	880			
	%			16.36	16.36	32.73	29.32	30.23	29.77

Addis Ababa University
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Objective of the Study:

The objective of this study is to identify and analyze the Successes and Challenges of Cluster Model for Professional Development of Primary School Teachers in Oromia, based on the Experience of USAID-AED/BESO Project.

Instruction:

This questionnaire is designed to collect the information from **Key Teachers** on the Successes and Challenges of the Cluster School Model for Professional Development of Primary School Teachers in Oromia. Hence, your cooperation in filling out and submit the questionnaire will be highly appreciated. The information you give will be used for academic purposes and anonymous (without mentioning your name).

There is no need to write your name. Encircle or put X as instructed to the answer(s) that you feel it is correct for the objective questions (You can give more than one answer). For open ended questions, please write briefly your answer in the space provided. If you need additional space, please use the back page or use a separate sheet and attach it.

Finally, the researcher would like to thank all the respondents in advance for their kind cooperation and honesty in filling out this questionnaire.

A QUESTIONNAIRE TO BE FILLED OUT BY KEY TEACHERS

Section A: Background Information:

A. Address: Wereda_____Zone_____ Type: CRC __ Satellite___
B. Age: _____
C. Sex: M☐ F☐
D. Service Year: A. Total ____ B. In Current School: _____
E. Education Level: Certificate ☐ Diploma☐ First Degree ☐ Master Degree Other(Please Specify): _____
F. Grade(s) Currently Teaching in: _____
G. Subject(s) Currently Teaching in:_____
H. Weekly Period Load: _____

Data Collection Items

1 When was your School become a part of a school cluster?
A. before 6 years B. Since 6 years C. uncertain

2. Is there Cluster School Manual in your School?
A. Yes B. No C. Uncertain

3. If your answer for question #2 above is no, then how is your school cluster activities accomplished? Please write your answer(s) below:
3.1.1 _____
3.1.2 _____
3.1.3 _____

4. How many satellite Schools are there in CRC including your school?
A. Below 4 B. 4 C.5 D. 6 E. 7 and above (Please Specify the number_____)

5. A CRC is a school where resources for satellite schools are placed for common use. Do you know the selection criteria of CRC?
A. Yes B. No

6. If you know the selection criterion for CRC, which of the followings were used to select your CRC (You can choose more than one if you think that these were utilized).
A. Standard of the school-Being Second Cycle and having more qualified and experienced teachers, Coordination Skills of the CRC Director and the like
B. Accessibility
C. Located at an area for better communication
D. Good Model for Satellite Schools in implementing TESO
E. None of the above

7. As a member of School Cluster in a CRC or Satellite, how do you rate your interest in participating in various activities?
A. High B. Medium C. Low

8. Please write your reasons for the answer you have given to question number 7 above.
8.1.1 _____
8.1.2 _____
8.1.3 _____

9. Is there a Professional (Staff) Development Committee (PDC/SDC) in your School?
A. Yes B. No C. I don't know

10. If there is PDC in your School, how are its members nominated?
A. by teachers B. Assigned by the Director and/or WEO

11. What are the key roles and responsibilities of the PDC?
    A. Identify training needs Based Trainings with Schools in the Cluster
    B. Coordinate trainings at the School
    C. Provide School
    D. Evaluate Training Impacts
    E. Create networking
12. Does the PDC have work plan disaggregated by activity, responsible person and time frame (Monthly, Quarterly, Bi-Annually, and Annual)?
    A. Yes B. No C. I don't know
13. Is the plan well communicated to teachers?
    A. Yes B. No C. I don't know
14. If the plan was communicated to teachers, what was your participation level?
    A. No participation B. Medium Participation C. High Participation
15. In implementing the PDC work plan, what were the major success and challenges? Please list down point by point.
    A. Successes:
    15.1.1 _____
    15.1.2 _____
    15.1.3 _____
    B. Challenges
    15.2.1 _____
    15.2.2 _____
    15.2.3 _____
16. As a beneficiary from the School cluster, how do you evaluate/judge the performance of PDC?
    A. Poor B. Good C. Very Good D. Excellent
17. Since your School is one of USAID-AED/BESO II Project supported schools, trainings have been given on different topics to improve quality of teaching forces and to strengthen the application of active learning teaching methods. Please indicate how much training you have participated both at School and regional level.

No	Topic	Number of Participation	
		School Level Training	Region Level Training
1	Active Learning Teaching Techniques		
2	Managing Large Class Size		
3	Action Research		
4	Continuous assessment		
5	Curriculum Integration		
6	Gender Issues		
7	Socially Relevant Issues (HIV/AIDS, Environmental Protection ,Civic and Ethical Education)		

18. In addition to the above listed topics, what other trainings did you take as part of the professional development in your cluster (if any)? Please list the topics down in the space provided below?
    18.1.1 _____
    18.1.2 _____
    18.1.3 _____

19. Please rate the degree of importance the following topics for professional development of teachers (no matter whether you have already received trainings on them or not). 1=very high 2= high 3= medium 4= low 5= very low

No	Topic	Level of Importance				
		1	2	3	4	5
1	Active Learning Teaching Techniques					
2	Managing Large Class Size					
3	Action Research					
4	Continuous assessment					
5	Curriculum Integration					
6	Gender Issues					
7	Socially Relevant Issues					
8						
9						
10						

20. If you have already got trainings in all or some of the above mentioned topics, where did you receive the trainings?
    A. At the CRC level B. at your School level C. at Werda level
21. Who organized these trainings?
    A. Key Teacher B. PDC C. CRC Coordinating Committee D. WEO
22. How do you evaluate/judge the participation of teachers in these trainings?
    A. Very high B. High C. Low D. No Participation
23. If teachers' participation in the trainings was low or there is no participation, what do you think are the reasons for it?
    23.1.1 _____
    23.1.2 _____
    23.1.3 _____

24. Please list down possible solutions for the problems you have mentioned in question number 23 above.
    24.1.1 _____
    24.1.2 _____
    24.1.3 _____

30. In studying the materials given above as a team/group, how many hours do you spent? Please put your choice by putting X in the box below.

Time	Number of Hours Used to Study the Materials					
	below 1	1	2	3	4	above 4
Per week						
Per Month						
Quarterly						
Bi-annual						

31. What are the major successes and challenges of studying the professional development materials?
    A. Major Successes
        31.1.1 _____
        31.1.2 _____
        31.1.3 _____
    B. Major Challenges
        31.2.1 _____
        31.2.2 _____
        31.2.3 _____
32. In addition to teacher's instructional kit, the USAID-AED/BESO Project has furnished the CRCs with some basic PC materials, reference books, laboratory supply and Science Kit. How do you evaluate the utilization of these materials at your school or CRC? Please put/rank in level of utilization order using 1=highly utilized 2= Averagely utilized 3= less utilized 4= not utilized 5= I don't know about its utilization

Time	Level of utilization				
	1	2	3	4	5
PC Materials					
Reference Books					
Laboratory Supplies					
Science Kit					

33. Do you use the CRC School PC, Library, and Laboratory to effectively teach your subject?
    A. Yes B. No
34. Does the CRC politely accept your request to lend the above materials?
    A. Yes B. No
35. If your answer for question #34 is no, which material(s) the CRC refused to borrow you?
    A. PC Materials B. Reference Books C. Laboratory Supplies D. Science Kit

36. What were the main reasons for the CRC not to lend you these materials?
    36.1.1 _____
    36.1.2 _____
    36.1.3 _____
37. In addition to borrowing these materials, have you ever used the CRC PC and Laboratory to prepare teaching aids?
    A. Yes B. No
38. If your answer to the question # 37 above is yes, how many times in a semester or in a year?
    A. In a semester: _____ B. In a year: _____

39. If your answer for the question # 37 above is no, what are your major reasons?
    39.1.1 _____
    39.1.2 _____
    39.1.3 _____
40. As per your observation, how do you evaluate the willingness of the CRC to use USAID-AED/BESO Project materials in common?
    A. Very cooperative B. Cooperative C. Less Cooperative D. Not cooperative
41. If the CRC is less/not cooperative, what do you suggest as possible solution(s)?
    41.1.1 _____
    41.1.2 _____
    41.1.3 _____

42. How do you evaluate the level of cooperation between CRC and Satellite Schools in promoting teachers' professional development activities which include joint planning, implementation and evaluation?
    A. Very high B. High C. Low D. Very low
43. What do you like best about School Cluster Model approach? Please list down.
    A. _____
    B. _____
    C. _____

44. What are major supports that the Cluster Schools have got from WEO to effectively implement professional development of teachers?
    A. Technical B. Material C. Financial D. No support
45. If support has been given by WEO, please specify what it is.
    A. Technical support(encircle on points you agree and add more if you have)
        45.1.1 Offer training to teachers on topics of professional development in collaboration with CRC Coordinating Committee
        45.1.2 Conduct classroom supervision on the status of implementing active learning
        45.1.3 Evaluating project works and adding an input , such as Action Research, Fund Raising proposals and the like
        45.1.4 _____
        45.1.5 _____
    B. Material support, please specify the type(and estimated cost in birr)
        45.2.1 _____ _____
        45.2.2 _____ _____
        45.2.3 _____ _____

C. Financial support, please specify the amount and when it was given.

45.3.1 _____ _____

45.3.2 _____ _____

Currently implementation active learning teaching method is one of the major concerns of the regional education bureau. To enhance its effectiveness in schools, efforts are being made by REB. One of these efforts is a focus on teacher development programs. The following questions focuses on how USAID-AED/BESO Project supported schools address active learning.

46. According to your evaluation, rate the advantages of active learning teaching method to you and indicate your judgment for points to be included.

Use 2= strongly agree, 1=agree 0= disagree

	Advantages	Points		
		2	1	0
A	Enhance teacher's level of understanding and involves him in problem solving			
B	Create opportunities to share experiences and encourage team work among teachers			
C	Develops self-confidences and independent learning			
D	Enhance creativity and open more chances to know students leaning status			

47. Do you think that your previous experience of traditional lecture method has affected your implementation of active learning teaching method?

A. Yes B. No

48. If your answer to question number 47 above is yes, please your reasons briefly.

48.1.1 _____

48.1.2 _____

48.1.3 _____

49. After getting professional development training at your school or CRC level, do you have difficulties in using active learning teaching method?

A. Yes B. No

50. If your answer for question # 49 above is yes, please specify your major difficulties in using active learning teaching method.

50.1.1 _____

50.1.2 _____

50.1.3 _____

51. What possible solutions do you recommend to mitigate your major difficulties in using active learning teaching method in large classes?

51.1.1 _____

51.1.2 _____

51.1.3 _____

52. As per your evaluation/judgment, what are the major improvements seen as a result of implementing School Cluster Model to capacitate teachers professional development? Please indicate your level of agreement using 1= strongly agree 2= agree 3= less agree 4=

disagree. Put X in the box below (If you have additional point(s) as an improvement, please write in the space provided and indicate your level of agreement)

No	Key Improvement Areas	Level of Agreement			
		1	2	3	4
1	Implementation of active learning teaching method enhanced				
2	Doing Action Research has practiced				
3	Skill of Managing Large Class size improved				
4	The time used by students in a class has increased				
5	Teacher's knowledge, skill and attitude towards professional development has improved				
6	Students retention has increased				
7	Students promotion to the next grade has increased				
8	Teachers' and directors networking between Clustered Schools has enhanced				
9	Clustered Schools Resource sharing has practiced				
10					
11					

53. What are the major challenges of implementing school cluster model in teachers' professional development that has hampered its successes? Please write your answers in the space given below.
    - 53.1.1 _____
    - 53.1.2 _____
    - 53.1.3 _____
54. Have these challenges been detected on time and given immediate solution(s)?
    A. Yes B. No C. uncertain
55. If your answer for question # 54 above is yes, what were the strategies employed to detect and solve the challenges?
    - 55.1.1 _____
    - 55.1.2 _____
    - 55.1.3 _____
56. If you have any thing to add with regard to active learning teaching method or School Cluster Model, please write in the space provided below
    - 56.1.1 _____
    - 56.1.2 _____
    - 56.1.3 _____

THE END
THANK YOU VERY MUCH
FOR YOUR COOPERATION

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There is no need to write your name. Encircle or put X as instructed to the answer(s) that you feel it is correct for the objective questions (You can give more than one answer). For open ended questions, please write briefly your answer in the space provided. If you need additional space, please use the back page or use a separate sheet and attach it.

Finally, the researcher would like to thank all the respondents in advance for their kind cooperation and honesty in filling out this questionnaire.

A QUESTIONNAIRE TO BE FILLED OUT BY KEY DIRECTORS

Section A: Background Information:

A. Address: Wereda_____ Zone_____ School Type: CRC __Satellite___
B. Age: _____
C. Sex: M☐ F☐
D. Service Year: A. Total ____ B. In Current School: _____
E. Education Level: Certificate ☐ Diploma☐ First Degree ☐ Master Degree ☐ Other(Please Specify): _____
F. Grade(s) Currently Teaching in: _____
G. Subject(s) Currently Teaching in:_____
H. Weekly Period Load: _____

Data Collection Items

1 When was your School become a part of a school cluster?
A. before 6 years B. since 6 years C. uncertain

2. Is there Cluster School Manual in your School?
A. Yes B. No C. Uncertain

3. If your answer to question #2 above is no, then how is your school cluster activities accomplished? Please write your answer(s) below:
3.1.1 _____
3.1.2 _____
3.1.3 _____

4. How many satellite Schools are there in CRC including your school?
A. Below 4 B. 4 C.5 D. 6 E. 7 and above (Please Specify the number_____)

5. A CRC is a school where resources for satellite schools are placed for common use. Do you know the selection criteria of CRC?
A. Yes B. No

6. If you know the selection criterion for CRC, which of the followings were used to select your CRC.(You can choose more than one if you think that these were utilized)
A. Standard of the school-Being Second Cycle and having more qualified and experienced teachers, Coordination Skills of the CRC Director and the like
B. Accessibility
C. Located at an area for better communication
D. Good Model for Satellite Schools in implementing TESO
E. None of the above

7. As a member of School Cluster in a CRC or Satellite, how do you rate your interest in participating in various activities?
A. High B. Medium C. Low

8. Please write your reasons for the answer you have given to question number 8 above.
8.1.1 _____
8.1.2 _____
8.1.3 _____

9. Is there a Professional (Staff) Development Committee (PDC/SDC) in your School?
A. Yes B. No C. I don't know

10. If there is PDC in your School, how are its members nominated?
A. by teachers B. Assigned by the Director and/or WEO

11. What are the key roles and responsibilities of the PDC?
    A. Identify training needs B. Coordinate trainings at the School Based Trainings C. Provide School with Schools in the Cluster D. Evaluate Training Impacts E. Create networking
12. Does the PDC have work plan disaggregated by activity, responsible person and time frame (Monthly, Quarterly, Bi-Annually, and Annual)?
    A. Yes B. No C. I don't know
13. Is the plan well communicated to teachers?
    A. Yes B. No C. I don't know
14. If the plan was communicated to teachers, what was your participation level?
    A. No participation B. Medium Participation C. High Participation
15. In implementing the PDC work plan, what were the major success and challenges? Please list down point by point.
    A. Successes:
        15.1.1 _____
        15.1.2 _____
        15.1.3 _____
    B. Challenges
        15.2.1 _____
        15.2.2 _____
        15.2.3 _____
16. As a beneficiary from the School cluster, how do you evaluate/judge the performance of PDC?
    A. Poor B. Good C. Very Good D. Excellent
17. Since your School is one of USAID-AED/BESO II Project supported schools, trainings have been given on different topics to improve quality of teaching forces and to strengthen the application of active learning teaching methods. Please indicate how much training you have participated both at School and regional level.

No	Topic	Number of Participation	
		School Level Training	Region Level Training
1	Active Learning Teaching Techniques		
2	Managing Large Class Size		
3	Action Research		
4	Continuous assessment		
5	Curriculum Integration		
6	Gender Issues		
7	Socially Relevant Issues (HIV/AIDS, Environmental Protection ,Civic and Ethical Education)		

18. In addition to the above listed topics, what other trainings did you take as part of the professional development in your cluster (if any)? Please list the topics down in the space provided below?
    18.1.1 _____
    18.1.2 _____
    18.1.3 _____

19. Please rate the degree of importance the following topics for professional development of teachers (no matter whether you have already received trainings on them or not). 1=very high 2= high 3= medium 4= low 5= very low

No	Topic	Level of Importance				
		1	2	3	4	5
1	Active Learning Teaching Techniques					
2	Managing Large Class Size					
3	Action Research					
4	Continuous assessment					
5	Curriculum Integration					
6	Gender Issues					
7	Socially Relevant Issues					
8						
9						
10						

20. If you have already got trainings in all or some of the above mentioned topics, where did you receive the trainings?
    A. At the CRC level B. at your School level C. at Werda level
21. Who organized these trainings?
    A. Key Teacher B. PDC C. CRC Coordinating Committee D. WEO
22. How do you evaluate/judge the participation of teachers in these trainings?
    A. Very high B. High C. Low D. No Participation
23. If teachers' participation in the trainings was low or there is no participation, what do you think are the reasons for it?
    23.1.1 _____
    23.1.2 _____
    23.1.3 _____

24. Please list down possible solutions for the problems you have mentioned in question number 23 above.
    24.1.1 _____
    24.1.2 _____
    24.1.3 _____

25. Which of the following teacher's kits are available in your School?

No	Topic	Availability of Teachers Kit	
		available in the School	Not Available in the School
1	Self-Instructional Teachers' Kits (Module 1-6)		
a	• Active Learning Teaching Techniques		
b	• Continuous Assessment		
c	• Curriculum Integration		
d	• Managing Large Class Size		
e	• Action Research etc		
2	School Kits		
3	Supplementary Materials on Socially Relevant Topics		
a	• HIV/AIDS		
b	• Environmental Protection		
c	• Civic and Ethical Education)		
4	Gender Issues		

26. If the above teacher's kits are available at your school, how do you study them?
A. Individually B. in group/team by department C. in group/team by cycle

27. In studying the materials listed in question number 26 above, how often do you study them?
A. Weekly B. Monthly C. Quarterly D. Bi-annually

28. In addition to the above modules, what materials do you study for your professional development, if any? Please list down.
28.1.1 _____
28.1.2 _____
28.1.3 _____

29. In studying the materials given above individually, how many hours do you spent? Please put your choice by putting X in one of the boxes given below.

Time	Number of Hours Used to Study the Materials					
	below 1	1	2	3	4	above 4
Per week						
Per Month						
Quarterly						
Bi-annual						

30. In studying the materials given above as a team/group, how many hours do you spent? Please put your choice by putting X in one of the boxes given below.

Time	Number of Hours Used to Study the Materials					
	below 1	1	2	3	4	above 4
Per week						
Per Month						
Quarterly						
Bi-annual						

31. What are the major successes and challenges of studying the professional development materials?
    A. Major Successes
        31.1.1 _____
        31.1.2 _____
        31.1.3 _____
    B. Major Challenges
        31.2.1 _____
        31.2.2 _____
        31.2.3 _____
32. In addition to teacher's instructional kit, the USAID-AED/BESO Project has furnished the CRCs with some basic PC materials, reference books, laboratory supply and Science Kit. How do you evaluate the utilization of these materials at your school or CRC? Please put/rank in level of utilization order using 1=highly utilized 2= Averagely utilized 3= less utilized 4= not utilized 5= I don't know about its utilization

Time	Level of utilization				
	1	2	3	4	5
PC Materials					
Reference Books					
Laboratory Supplies					
Science Kit					

33. Is CRC coordinating committee organized?
    A. Yes B. No
34. If your answer to question # 33 above is no, what are the major reasons? Please list them down.
        34.1.1 _____
        34.1.2 _____
        34.1.3 _____
35. If the CRC Coordinating Committee is organized, what are major activities performed at CRC level? Please circle on what has been done and list down the remaining.

A. Plan, implement, and evaluate Professional Development Trainings within their cluster to given at CRC, or rotated at Satellite schools
B. Identify Training Needs and give trainings by skilled/trained teacher(s)
C. Organize experience sharing programs and sustain best practices in cluster
D. Ensure proper utilization of USAID-AED/BESO Project donated materials by teachers in the CRC and Satellite Schools
E. Organize and submit progress reports, evidence of good practice, data and the like to Schools in the Cluster, WEO and Bureau
F. _____
G. _____

36. Do you use the CRC School PC, Library, and Laboratory to effectively teach your subject?
A. Yes B. No
37. Does the CRC politely accept your request to lend the above materials?
A. Yes B. No
38. If your answer for question #37 above is no, which material(s) the CRC refused to borrow you?
A. PC Materials B. Reference Books C. Laboratory Supplies D. Science Kit
39. What were the main reasons for the CRC not to lend you these materials?
39.1.1 _____
39.1.2 _____
39.1.3 _____
40. In addition to borrowing these materials, have you ever used the CRC PC and Laboratory to prepare teaching aids?
A. Yes B. No
41. If your answer for the question # 40 above is no, what are your major reasons?
41.1.1 _____
41.1.2 _____
41.1.3 _____
42. As per your observation, how do you evaluate the willingness of the CRC to use USAID-AED/BESO Project materials in common?
A. Very cooperative B. Cooperative C. Less Cooperative D. Not cooperative
43. If the CRC is less/not cooperative, what do you suggest as possible solution(s)?
43.1.1 _____
43.1.2 _____
43.1.3 _____
44. How do you evaluate the level of cooperation between CRC and Satellite Schools in promoting teachers' professional development activities which include joint planning, implementation and evaluation?
A. Very high B. High C. Low D. Very low
45. What do you like best about School Cluster Model approach? Please list down.
A. _____
B. _____
C. _____

46. What are major supports that the Cluster Schools have got from WEO to effectively implement professional development of teachers?
    A. Technical B. Material C. Financial D. No support
47. If support has been given by WEO, please specify what it is.
    A. Technical support(encircle on points you agree and add more if you have)
        47.1.1 Offer training to teachers on topics of professional development in collaboration with CRC Coordinating Committee
        47.1.2 Conduct classroom supervision on the status of implementing active learning
        47.1.3 Evaluating project works and adding an input , such as Action Research, Fund Raising proposals and the like
        47.1.4 _____
        47.1.5 _____
    B. Material support, please specify the type(and estimated cost in birr)
        47.2.1 _____ _____
        47.2.2 _____ _____
        47.2.3 _____ _____

    C. Financial support, please specify the amount and when it was given.
        47.3.1 _____ _____
        47.3.2 _____ _____

Currently implementation active learning teaching method is one of the major concerns of the regional education bureau. To enhance its effectiveness in schools, efforts are being made by REB. One of these efforts is a focus on teacher development programs. The following questions focuses on how USAID-AED/BESO Project supported schools address active learning.

48. According to your evaluation, rate the advantages of active learning teaching method using points 2= strongly agree, 1=agree 0= disagree by putting X in the boxes below.

	Advantages	Points		
		2	1	0
A	Enhance teacher's level of understanding and involves him in problem solving			
B	Create opportunities to share experiences and encourage team work among teachers			
C	Develops self-confidences and independent learning			
D	Enhance creativity and open more chances to know students leaning status			

49. Do you think that your previous experience of traditional lecture method has affected your implementation of active learning teaching method?
    A. Yes B. No
50. If your answer to question number 49 above is yes, please your reasons briefly.
        50.1.1 _____
        50.1.2 _____
51. After getting professional development training at your school or CRC level, do you have difficulties in using active learning teaching method?
    A. Yes B. No
52. If your answer for question # 51 above is yes, please specify your major difficulties in using active learning teaching method.
        52.1.1 _____
        52.1.2 _____

53. What possible solutions do you recommend to reduce your major difficulties in using active learning teaching method in large classes?

53.1.1 _____

53.1.2 _____

54. As per your evaluation/judgment, what are the major improvements seen as a result of implementing School Cluster Model to capacitate teachers professional development? Please indicate your level of agreement using 1= strongly agree 2= agree 3= less agree 4= disagree. Put X in the box below (If you have additional point(s) as an improvement, please write in the space provided and indicate your level of agreement)

No	Key Improvement Areas	Level of Agreement			
		1	2	3	4
1	Implementation of active learning teaching method enhanced				
2	Doing Action Research has practiced				
3	Skill of Managing Large Class size improved				
4	The time used by students in a class has increased				
5	Teacher's knowledge, skill and attitude towards professional development has improved				
6	Students' drop out has decreased				
7	Students promotion to the next grade has increased				
8	Teachers' and directors networking between Clustered Schools has enhanced				
9	Clustered Schools Resource sharing has practiced				

55. What are the major challenges of implementing school cluster model in teachers' professional development that has hampered its successes? Please write your answers in the space given below.

55.1.1 _____

55.1.2 _____

55.1.3 _____

56. Have these challenges been detected on time and given immediate solution(s)?

A. Yes B. No C. uncertain

57. If your answer for question # 56 above is yes, what were the strategies employed to detect and solve the challenges?

57.1.1 _____

57.1.2 _____

58. If you have any thing to add with regard to active learning teaching method or School Cluster Model, please write in the space provided below

58.1.1 _____

58.1.2 _____

THE END

THANK YOU VERY MUCH FOR YOUR COOPERATION

Addis Ababa University
College of Education
Department of Curriculum and Teachers Professional Development Studies

Objective of the Study:

The objective of this study is to identify and analyze the Successes and Challenges of Cluster Model for Professional Development of Primary School Teachers in Oromia, based on the Experience of USAID-AED/BESO Project.

Instruction:

This questionnaire is designed to collect the information from **Education Officers and Experts at Oromiya REB, Zone Education Offices and Wereda Education Offices** on the Successes and Challenges of the Cluster School Model for Professional Development of Primary School Teachers in Oromia. Hence, your cooperation in filling out and submit the questionnaire will be highly appreciated. The information you give will be used for academic purposes and anonymous (without mentioning your name).

There is no need to write your name. Encircle or put X as instructed to the answer(s) that you feel it is correct for the objective questions (You can give more than one answer). For open ended questions, please write briefly your answer in the space provided. If you need additional space, please use the back page or use a separate sheet and attach it.

Finally, the researcher would like to thank all the respondents in advance for their kind cooperation and honesty in filling out this questionnaire.

A QUESTIONNAIRE TO BE FILLED OUT BY KEY EDUCATION PERSONEL

Section A: Background Information:

A. Age: _____

B. Sex: M☐ F☐

C. Service Year: A. Total ____ B. On Current Position: _____

D. Education Level: Certificate ☐ Diploma☐ First Degree ☐ Master Degree ☐ Other(Please Specify): _____

Section B. Data Collection

1. When did Cluster School Model begin in your Wereda, Zone or region?
   A. 6 years a ago B. Since 6 years D. uncertain

2. Is there Cluster School Manual developed and being used at Cluster Schools?
   A. Yes B. No C. Uncertain
3. If your answer to question #2 above is no, then how is your school cluster activities accomplished? Please write your answer(s) below:
   3.1.1 _____
   3.1.2 _____
4. As a directive, how many satellite Schools are organized under one CRC?
   A. Below 4 B. 4 C.5 D. 6 E. 7 and above (Please Specify the number_____)
5. Which of the following selection criterion for CRC was used to select CRC?
   A. Standard of the school-Being Second Cycle and having more qualified and experienced teachers, Coordination Skills of the CRC Director and the like
   B. Accessibility/Distance of the School-being center for Satellite Schools
   C. Geographical location- located at area for communication
   D. Good Model for Satellite Schools in implementing TESO
   E. Non of the above
6. Is there a participation of REB, Zone Education Office, and WEO in planning and execution of USAID-AED/BESO Project?
   A. Yes B. No C. I don't know
7. Clustered Schools teachers and directors being supported by USAID-AED/BESO II Project have been given training on different topics to improve the quality of teaching forces and to strengthen the application of active learning teaching methods. Please indicate ,the number of your participation, in which one of the training topics you have participated as a trainee or a trainers by putting X in the box given below:

No	Topic	Number of Participation	
		School Level Training	Region Level Training
1	Active Learning Teaching Techniques		
2	Managing Large Class Size		
3	Action Research		
4	Continuous assessment		
5	Curriculum Integration		
6	Gender Issues		
7	Socially Relevant Issues (HIV/AIDS, Environmental Protection ,Civic and Ethical Education)		

8. Please rate the degree of importance the following topics for professional development of teachers (no matter whether you have already received trainings on them or not). 1=very high 2= high 3= medium 4= low 5= very low

No	Topic	Level of Importance				
		1	2	3	4	5
1	Active Learning Teaching Techniques					
2	Managing Large Class Size					
3	Action Research					
4	Continuous assessment					
5	Curriculum Integration					
6	Gender Issues					
7	Socially Relevant Issues					
8						

9. How do you evaluate/judge the participation of teachers in these trainings?
   A. Very high B. High C. Low D. No Participation
10. If teachers' participation in the trainings was low or there is no participation, what do you think are the reasons for it?
    10.1.1 _____
    10.1.2 _____
    10.1.3 _____

11. Please list down possible solutions for the problems you have mentioned in question number 23 above.
    11.1.1 _____
    11.1.2 _____
    11.1.3 _____

12. How are teachers organized to study materials on professional development?
    A. Individually B. in group/team by department C. in group/team by cycle
13. In studying professional development materials, as per the guideline, how has the program been arranged?
    A. Per week B. Per Month C. Quarterly D. Bi-annually
14. In studying the materials given above individually, how many hours do teachers spent? Please put your choice by putting X in the box below.

Time	Number of Hours Used to Study the Materials					
	below 1	1	2	3	4	above 4
Per week						
Per Month						
Quarterly						
Bi-annual						

15. In studying the materials listed above as a team/group, how many hours do teachers spent? Please put your choice by putting X in one of the boxes given below.

Time	Number of Hours Used to Study the Materials					
	below 1	1	2	3	4	above 4
Per week						
Per Month						
Quarterly						
Bi-annual						

16. In addition to teacher's instructional kits, USAID-AED/BESO Project has furnished the CRCs with some basic Pedagogical Center Materials, Reference books, laboratory supplies and Science Kit. How do you evaluate/judge the utilization of these materials at CRCs? Please put/rank the level of utilization in priority order using 1=highly 2= Average 3= less 4= not utilized 5= I don't know about its utilization

Time	Level of Utilization				
	1	2	3	4	5
PC Materials					
Reference Books					
Laboratory Supplies					
Science Kit					

17. What do you like best about School Cluster Model approach? Please list down.
    A. _____
    B. _____
    C. _____

18. What are major supports that the Cluster Schools have got from WEO, Zone, and OEB to effectively implement professional development of teachers?
    A. Technical B. Material C. Financial D. No support
19. If support has been given by WEO, ZEO, REB, then please specify the type of support (encircle the kind of support given and add others).
    A. Technical support(encircle on points you agree and add more if you have)
        19.1.1 Offer training to teachers on topics of professional development in collaboration with CRC Coordinating Committee
        19.1.2 Conduct classroom supervision on the status of implementing active learning
        19.1.3 Evaluating project works and adding an input , such as Action Research, Fund Raising proposals and the like
        19.1.4 _____
        19.1.5 _____

B. Material support, please specify the type(and estimated cost in birr)

19.2.1 _____ _____

19.2.2 _____ _____

19.2.3 _____ _____

C. Financial support, please specify the amount and when it was given.

19.3.1 _____ _____

19.3.2 _____ _____

20. According to your evaluation, rate the advantages of active learning teaching method to you using points 2= strongly agree, 1=agree 0= disagree

	Advantages	Points		
		2	1	0
A	Enhance teacher's level of understanding and involves him in problem solving			
B	Create opportunities to share experiences and encourage team work among teachers			
C	Develops self-confidences and independent learning			
D	Enhance creativity and open more chances to know students leaning status			

21. As per your evaluation/judgment, what are the major improvements seen as a result of implementing School Cluster Model to capacitate teachers professional development? Please indicate your level of agreement using 1= strongly agree 2= agree 3= less agree 4= disagree. Put X in the box below (If you have additional point(s) as an improvement, please write in the space provided and indicate your level of agreement)

No	Key Improvement Areas	Level of Agreement			
		1	2	3	4
1	Implementation of active learning teaching method enhanced				
2	Doing Action Research has practiced				
3	Skill of Managing Large Class size improved				
4	The time used by students in a class has increased				
5	Teacher's knowledge, skill and attitude towards professional development has improved				
6	Students drop out has decreased				
7	Students promotion to the next grade has increased				
8	Teachers' and directors networking between Clustered Schools has enhanced				
9	Clustered Schools Resource sharing has practiced				
10					

22. What are the major challenges of implementing school cluster model in teachers' professional development that has hampered its successes? Please write your answers in the space given below.
    22.1.1 _____
    22.1.2 _____
    22.1.3 _____
23. Have these challenges been detected on time and given immediate solution(s)?
    A. Yes B. No C. uncertain
24. If your answer for question # 23 above is yes, what were the strategies employed to detect and solve the challenges?
    24.1.1 _____
    24.1.2 _____
    24.1.3 _____
25. Have the WEO/ZEO and/or REB developed sustainability strategy?
    A. Yes B. No
26. If your answer to question number 30 above is no, how will the best practices of project continue after the phase out of the project? Please write briefly your answer
    26.1.1 _____
    26.1.2 _____
    26.1.3 _____
27. If you have any thing to add with regard to active learning teaching method or School Cluster Model, please write in the space provided below
    27.1.1 _____
    27.1.2 _____
    27.1.3 _____

THE END
THANK YOU VERY MUCH
FOR YOUR COOPERATION

AED-Basic Education Program Supported Wereda, CRC Officials in base and Option Years

Wereda: Kurfa Chele

	Wereda/School Name	Name of Officer				
		1995	1996	1997	1998	1999
	Kurfa Chele	Ayele Solomon	Ayele Solomon	Ayele Solomon	Ayele Solomon	Ayele Solomon
	"	Guta Beyene	Guta Beyene	Guta Beyene	Bogale Zegeye	Bogale Zegeye
FDE-Director	Kurfa Chele	Zegeye Tesfaye	Zegeye Tesfaye	Zegeye Tesfaye	Zegeye Tesfaye	Zegeye Tesfaye
DF-Key Teacher- CRC	"	Bogale Zegeye	Bogale Zegeye	Bogale Zegeye	Demeke Lema	Demeke Lema
RC-Director	Hāke fela	Alemshet Negash	Alemshet Negash	Wendi Mengistu	Mohammed Abdureman	Takele Bekele
DF Key Teacher- CRC	"	Takele Bekele	Takele Bekele	Takele Bekele	Takele Bekele	Gosaye Firdu
-Director						
Key Teacher- CRC						

Please complete this form genuinely and send to AED-Basic Education Program, Oromiya Regional Office

Oromiya Regional Office
Tel. 0114403957 Fax: 0114403958 P.O. Box 120277

AED-Basic Education Program Supported Wereda, CRC Officials in base and Option Years

Zone: _____ Wereda: _____

Position	Wereda/School Name	Name of Officer				
		1995	1996	1997	1998	1999
Wereda Education Office Head						
Supervisor Who provides technical support to AED Supported Schools						
CRC-Director						
SDF/Key Teacher- CRC						
CRC-Director						
SDF/Key Teacher- CRC						
CRC-Director						
SDF/Key Teacher- CRC						

Please complete this form genuinely and send to AED-Basic Education Program, Oromiya Regional Office

DECLARATION

I confirm that this thesis is my original work and all sources of material used for the thesis have been duly acknowledged.

Name: Rago Birru Aredda

Signature: _____

Date of submission: July 13, 2007

This thesis has been submitted for examination by my approval as a University advisor.

Name: Dessu Wirtu (Ph.D.)

Signature: _____

Date of submission: July 15, 2007