

# The Practice of Teachers' Continuous Professional Development (CPD) Programme in Harari Regional State, Ethiopia

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## **Abstract**

The purpose of this study was to explore the practice of teachers' Continuous Professional Development (CPD) programme in Harari Region, Ethiopia. The specific objectives of the research were to explore the status of schools' CPD implementation as per the national framework, identify the success areas of the schools in implementing the CPD, identify the gaps of schools in implementing the CPD, explore the challenges the schools face in implementing CPD and to suggest some possible solutions/strategies for effective implementation of the programme. The study design was descriptive case study. A total of 19 schools (16 primary and 3 secondary) and 172 teachers (61 rural and 111 urban) were taken as participants of the study using questionnaire. For observation three schools which are serving as cluster resource centers were used. Regional education bureau CPD focal persons were used as interviewees. The data were analyzed using number, percentage, and mean for quantitative ones and narration for qualitative ones. The data witness that many efforts have been made by the different

stakeholders of teachers' CPD such as Ministry of Education, Regional Education Bureaus, School principals and teachers themselves. On the other hand, the efforts made were not consistent, specific CPD budget was not there. Cluster Resource Centers were not functioning up to their level best, CPD practices were limited to primary school teachers but not practiced by secondary school teachers, principals and supervisors. The major challenges or gaps identified include resistance from secondary schools, lack of commitment of mentors to support teachers, unfunctionality of Cluster Resource Centers, lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status. Eventually, to implement teachers' CPD as per MoE guideline, there should be ownership at the different level of the Education system, the Regional Education Bureaus should organize the Cluster Resource Centers should have regular communication and support for the schools, supervisors and principals shall be models to their teachers in doing their own CPD were recommended.

### **Keywords**

CPD, Teachers, Implementation, Guideline

## **Introduction**

### **Background of the Study**

Professional development, in broad sense, refers to the development of person in his or her professional role more specifically, (Teacher development is the professional growth teacher achieves as result of gaining increased experiences and examining his or her teaching systematically Glatthorn,1995), professional includes formal experience (such as attending workshops and professional meetings, mentoring, etc) and informal experiences (such as reading professional publication ,watching on television documentaries related to academic discipline etc) Ganser, 2000).

This conception of professional development is, therefore, broader than career development which is defined as "the growth that occurs as the teacher move through the professional career cycle" (Glatthorn, 1995) and broader than staff development, which is "the provision organized in-service training programs designed to foster the growth of groups of teachers ;it is only one of the systematic interventions that can be used for teacher development "Glatthorn(1995) when looking at professional development, one must examine the content of experiences, the process by which the professional development will occur, and the context in which it will take place(Ganser,2000; Fielding and Schalock,1985).

Changes in the educational system of a nation and global requirements demand staff development activities. In a major initiative to address problems related to access, equity, and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994. The ETP, supported by articles in the Ethiopian

constitution, sought to decentralize educational authority to the 11 states and called for new paradigms of education based on relevant, active, and student-centered teaching and learning.

The ETP established the foundation for all subsequent strategies, guidelines and programs. The education sector programs were Education Sector Development Programs I, II and III which were developed in 1997, 2002 and 2005 respectively. In line with the goals of creating “trained and skilled human power at all levels who will be driving forces in the promotion of democracy and [economic] development in the country” (MoE, 2005, p. 5), the programs have focused on the expansion of the system, increased access for marginalized children and girls, and reduction of attrition. With rapid quantitative expansion, attention has increasingly been directed toward the issue of quality. Improving curricula, providing textbooks, increasing community participation, and augmenting financing for education are among the strategies pursued to address the perceived decline in the quality of education. Moreover, while all policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is most prominent in the 2005 Education Sector Development Programme (MoE, 2005).

The Ministry of Education has given priority for continuous professional development CPD believing that it is the right of teachers as well as of a great value for national development (Barrow, et al., 2006). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmes should include school principals/directors, teachers and technical and administrative personnel. The ETP set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-centered teaching methods. With the expansion of education and large class size teachers still rely on the teacher centered methods with limited opportunities for (CPD). In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing Continuous assessment and managing large classes. Schools in Harari Regional State, like the other parts of the Nation (Ethiopia), have been engaged in teachers CPD programme since 2009/2010 academic. This study is therefore, to explore the teachers CPD practices in the Region.

## **Statement of the Problem**

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice. According to MOE (2009), all teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own and (d) the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

According to the MoE (2009) National CPD framework, there were six major challenges identified; failure to synchronize the career structure and the CPD values and activities, CPD facilitators' high turnover, time constraints on teachers as well as their school leaders, CPD program's lagging behind its time and the tendency of rushing to cover the course, total absence

or inadequacy of the minimum resources required to run CPD, and lack of systematic collaboration and coordination between Education Bureaus, TEIs and NGOs.

In addition, the Framework clearly put the responsibilities of the different stakeholders; teachers, school leaders, Cluster Resource Centers, Woreda Education offices, Zone education Departments, Regional Education Bureaus, and the Ministry of Education. But some researches indicate that these stakeholders are not playing their responsibilities and as a result the programme is not being implemented as expected. For instance, the study conducted by Amhara Region Education Bureau (2009), the major challenges of teachers' CPD include; lack of motivation of teachers, lack of trained facilitators, lack of training at school, Woreda and Zone, lack of clear guidelines, the distance between rural schools within one cluster and budgets which are too low are the main constraints of the cluster system.

Moreover, the research by Yewoinhareg (2013) found out that the major constraints are lack of experts in the office to identify teaching needs very clearly and plan accordingly and less contribution of principals.

Unless the above challenges are solved, the vision to produce professionally well informed and motivated teachers capable of transforming the quality of educational delivery will not be fulfilled. Therefore, the intention of this research is to contribute some strategies to the solution of the above mentioned problems of school CPD program implementation Harari Region Primary and Secondary Schools. To this end, the following research questions were proposed.

1. How do teachers perceive the importance/relevance of their CPD?
2. To what extent Teachers CPD is being implementation as per the national framework in Harari Region?
3. What are the success areas of the schools in implementing the CPD?
4. What are the major challenges/gaps schools faces in implementing their CPD?
5. What is expected of the different CPD stakeholders for effective implementation of the programme?

## **Methodology**

### **Research Design**

The research design used was descriptive case study. According to Baxter and Jack (2008), case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for research to develop theory, evaluate programs, and develop interventions. As Continuous Professional Development implementation is somewhat contextual and many factors affect it, applying case study research method is of paramount importance.

### Sources of Data

In this study, both primary and secondary sources of data were used. The primary sources were teachers, and school and Regional Education Bureau CPD focal persons. The secondary data for the study were collected from CPD practice reports from schools, teachers' portfolios, schools monitoring and evaluation result, minutes of supervisors and schools on CPD. In addition, the CPD Plan of the schools and the MoE National CPD framework were assessed.

### Sample and Sampling Techniques

Simple random sampling was used for teachers; purposive sampling techniques were used for Regional Education Bureau CPD focal Persons. The total population, the sample schools and sampling techniques are presented below.

Table 1: Sample and Sampling Techniques  
 Source: Harari Region Education Bureau

No.	Data sources	Setting	Total	Sample	Sampling technique
	Primary Schools	Rural	32	10	Stratified Random
		Urban	25	6	
	Secondary Schools	Rural	0	0	Stratified
		Urban	5	3	Random and available
Total			62	19	
	Primary School Teachers	Rural	200	61	Simple Random
		Urban	324	70	
	Secondary School Teachers	Rural	0	0	Simple Random
		Urban	173	41	
Total			697	172	

### Data Collection Instruments

In order to collect the data the following data collection instruments were employed. Questionnaire was used to collect data from the teachers of the sample schools. The questionnaire was adapted from the MoE(2009) CPD frame work and translated into two local languages; Amharic and Afan Oromo to make easy for administration particularly for primary school teachers. The questions were translated by the language experts and evaluated by the College of Education and Behavioral Sciences staff. Interviews were conducted with Woreda and Education Bureau officials and cluster resource center Schools focal persons. To substantiate the data collected from primary sources, documents on CPD, schools strategic plan concerned with CPD and some related documents were analyzed.

### Methods of Data Analysis

Data collected with questionnaires were analyzed both quantitatively and qualitatively whereas data from interview and observation were analyzed qualitatively. To analyze the data

frequency, percentages, weighted mean and t-test were used to see the whether there is significant difference across urban and rural settings in implementing CPD or not.

## Result and Discussion

This chapter focuses on the presentation and analysis of the data collected on the perception of teachers towards the relevance of CPD, the process of CPD needs analysis of schools and how much the different stakeholders are playing their roles in the implementation of Teachers Continuous Professional Development, the major hindering factors of CPD implementation and the perception of stakeholders about the effectiveness of CPD implementation in their schools.

### Perception of Respondents towards Importance of CPD

Teachers were requested give their perceptions towards the importance of CPD to the different areas of their teaching learning activities. Accordingly, their responses are summarized as follows.

Table 2: Teachers' response towards the importance of CPD

No	Item	1	2	3	4	5	Weighted mean
1.	The contribution of CPD in improving my classroom management is	2	15	63	71	21	3.5
2.	The contribution of CPD in improving my skill of lesson preparation and delivery	3	14	49	74	32	3.7
3.	The contribution of CPD in understanding the new Education and Training Policy is	4	18	54	69	27	3.6
4.	The contribution of CPD in applying different Active Learning Methods ALM in my teaching is	3	12	51	74	32	3.7
5.	The contribution of CPD in cooperating with colleagues is	2	18	49	69	34	3.7
6.	The contribution of CPD in forming partnerships with students' parents is	9	27	47	72	17	3.4
7.	The contribution of CPD in improving my skill of record and report of students' results is	3	22	45	71	31	3.6
8.	The contribution of CPD in reflecting on own practice is	5	17	66	56	28	3.5
9.	The contribution of CPD in using continuous assessment is	4	18	42	74	34	3.7
10.	The contribution of CPD in improving my skill of curriculum and other program development is	6	18	67	48	33	3.5
Grand mean							3.6

1= poor, 2= to some extent 3= Moderate, 4= High and 5=Very High

As can be seen in table 2 above, teachers perceived that CPD is contributing to their teaching activities. The average result of respondents to each item is almost high (3.6). Meaning that, teachers believe that he contribution of CPD in improving their classroom management, their skill of lesson preparation and delivery, understanding the new Education and Training, applying different Active Learning Methods (ALMs) in their teaching, cooperating with

colleagues, forming partnerships with students' , improving their skill of record and report of students' results, reflecting on own practice, using continuous assessment and in improving their skill of curriculum and other program development is almost high.

Moreover, in open ended items, teachers were requested the specific professional advantages they get from their CPD works, accordingly they responded as follows:

- a) It enables me develop effective methods of teaching and use of various active learning methods,
- b) It builds and advances my previous understanding and skills,
- c) It enables me how to prepare lesson plan and handle students' results obtained through continuous assessment,
- d) It enables me to build my teaching skills and develop my communication skills with others,
- e) It enables me to discuss about the problems prevalent in the schools with the colleagues and solve them cooperatively
- f) It enables me to learn and share new information and good experiences from others (colleagues).
- g) Thus, regardless of the difference in rural and urban setting schools, teachers believe that their CPD is important/ relevant for the improvement of their classroom and school practices. This is almost consistent with the work of Huebner (2009) and Bransford (1999).

Moreover, Table 3 reveals that the calculated 't' values for 170 degree of freedom was significant at 0.05 level. Meaning that, rural school teachers perceive CPD as important better than urban school teachers.

Table 3: t-test values of importance of CPD across school settings

Item	setting	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
								Lower	Upper
1.	urban	111	3.43	.940	-2.377	170	.019	-.589	-.055
	rural	61	3.75	.650					
2.	urban	111	3.63	.953	-1.058	170	.292	-.448	.135
	rural	61	3.79	.878					
3.	urban	111	3.41	.967	-2.823	170	.005	-.716	-.127
	rural	61	3.84	.879					
4.	urban	111	3.62	.963	-1.480	170	.141	-.500	.072
	rural	61	3.84	.800					
5.	urban	111	3.48	.999	-3.691	170	.000	-.827	-.251
	rural	61	4.02	.741					
6.	urban	111	3.23	1.050	-2.250	170	.026	-.685	-.045
	rural	61	3.59	.955					
7.	urban	111	3.48	1.017	-2.430	170	.016	-.680	-.070
	rural	61	3.85	.872					
8.	urban	111	3.41	1.039	-1.616	170	.108	-.556	.055
	rural	61	3.66	.834					
9.	urban	111	3.55	1.051	-2.271	170	.024	-.658	-.046
	rural	61	3.90	.810					
10.	urban	111	3.35	1.033	-2.389	170	.018	-.706	-.067
	rural	61	3.74	.982					
Total	urban	111	3.4586	.80853	-2.817	170	.005	-.57517	-.10116
	rural	61	3.7967	.63978					

### Implementation of CPD

#### *The Practice of School Needs Analysis Priorities Identification*

The following are the summaries of the information about the way the CPD needs of the school analysis is done, the CPD planning process of school and individual teachers are done and the attempts of awareness creation trainings and the resources allocated for CPD process. The description is presented below. (For further detail please refer to table 4 in the appendix)

Teachers were requested whether their schools conducted CPD Needs analysis or not. Accordingly, majority 143(83.1%) of them affirmed that CPD needs analyses and their schools school identify the priorities of the year. Moreover, the majority 138 (80.2%) of the teachers responded that they have agreed on their school priorities of the year. Besides, their responsibilities as individual teachers were meeting with mentors, they made self reflection in their classroom and they were preparing for new responsibility.



Most respondents reported that, the sources of data for school CPD needs analysis were teachers and department heads but the participations of supervisors, students and students' parents were almost none. The major tools of data gathering used in school CPD needs analysis were Focus Group Discussion, Questionnaire and Interview. About the effectiveness of the needs analysis processes in participating stakeholders, majority 105(61%) of teachers believed that the needs analysis processes was not effective in participating stakeholders. This is because of the facts that, many questionnaires were not completed correctly and returned, students, and their parents were not actively involved.

Most 139(80.8%) of the respondents affirmed that they had have meetings, reviewing of previous and introduction of new initiatives of CPD at their school level. Of these 39% of respondents, 19% of them had only two times, 19.2% of them had more than three times, and the rest 9.3% of them had only one meeting.

Majority (51.1%) of the teachers replied that they have got the CPD materials (national, regional or school based) in time but majority (51.7%) of the respondents responded that they have not get any resources that can serve them as a bench mark/ best practices for your CPD from their school, CPD cluster centre or REB. Moreover, the result of the interviews held with REB CPD focal persons and Woreda TDP team affirmed this fact. The explained that they provided teachers with the necessary guidelines but there are no sample best practices displayed for teachers.

Only 41.3% of the respondents believe that the clusters centre coordinators/supervisors or Regional Education Bureau (REB) experts are not supporting them but 49.4% of them replied that, the clusters centre coordinators/supervisors or Regional Education Bureau (REB) experts are not supporting them in working on their CPD. The researchers' actual observation of CRCs and some schools as well as interview with REB CPD focal persons witness that the support from REBs is relatively good (previously at the beginning) but the CRCs are not well organized, do not have any plan and they do not perform their roles especially in 2012/13 and 2013/2014 academic years.

Majority 118(68.8%) of the respondents replied that there is no reduction of load for teachers because of their CPD work, most 93 (54.1%) of them believe they do not have enough time to work on their CPD besides their regular teaching task. On the other hand, the data revealed that the maximum teaching load of teachers per week was 30 and the minimum was 5 with the average number of 16.5 periods per week and most 126 (73.3%) of the teachers replied that they do not have additional school responsibility beyond teaching. Moreover, their teaching work is limited to half day. Thus it is difficult to be convinced that teachers do not have adequate time to work on their CPD which requires 60 hours within a year.

Majority (55.8%) of the respondent teachers replied that their school principal/s identify and empower the expert teacher (mentors) sometimes. Most (73.8%) of teachers responded that there are senior teachers in their schools who can play coaching/mentoring role. But 61% of them believe that the mentors support their mentees sometimes only. Moreover, the result of the interview conducted with the REB CPD focal persons show that there are teachers who can serve as mentors except in some rural schools. But their willingness to be mentors and

commitment to support teachers is very limited. This might be because of no reduction of teaching load and absence of incentive mechanisms (packages).

Majority (75%) of the respondent teachers replied that they have taken trainings on the what, why and how of CPD program. Majority (41.9%) of them confirmed that the trainings were given by schools, some (31%) by REBs, 11.6% by CRCs, 4.65% by MoE and the rest 4.65% by all of the mentioned stakeholders.

From the above data we can infer that the REBs and schools provided trainings on CPD, distributed the necessary national and local documents but still REBs and CRCs and principals are not supporting teachers by providing sample works that can serve as bench marks, principals are not empowering and identifying potential mentors and the mentors are not committed enough to support their mentees. These gaps may affect the effective implementation of the CPD programme. This gap is against the expectations mentioned in the national framework of (MoE, 2009).

#### *The Practice of Stakeholders on Teachers CPD*

The major stakeholders considered in this research were teachers themselves, school principals, Cluster Resource Centres and Regional Education Bureaus. The response of teachers on their practice, their principals', Cluster Resource Centers and Regional education Bureau contribution on Teachers' CPD is summarized (Refer to table 5 in the appendix).

Teachers were asked to rate how much the different stakeholders were practicing their roles as per the Framework of Ministry of Education. Accordingly, as can be seen in table 5 of the appendix, the average value of teachers' response about their own practices the school principals' practices were almost "Agree" (mean=3.8 and 3.6) respectively whereas teachers' response about the Cluster Resource Centers' practice was almost "Disagree" (mean=2.1) and about the Regional Education Bureaus it was undecided (mean 3.2). This indicates that, the teachers and principals are playing their roles but the contribution of the REB is not as expected and the CRCs are not playing their roles. Though the teachers and principals are better in contributing for teachers' CPD, the principals are not able to do their own CPD beyond facilitating and supplying resources to teachers. The secondary schools practice is very limited almost not practiced. The practice of teachers CPD is being implemented by the primary school teachers but not by secondary school teachers.

In addition, the personal observation of the researchers' on CRCs, the result of interviews held with REB, CPD focal persons indicate that the practice of CPD is more of owned by the teachers with supervision of principals and follow up of REBs (with report). The REBs allocated the basic guidelines and organize trainings for both teachers and mentors. They believed that these activities were strong in the previous three years (2010-12). The contribution of CRCs is more of generic and they do not have specific ally planned activities and budget for teachers CPD. Moreover, the REBs do not have as such strong follow up and encouragement particular to CPD activities.

Moreover, the school annual CPD plans are documented, teachers portfolios are compiled though the quality and consistency is declining in the 2012/13 academic years.

### *Major Challenges of Effective Implementation of CPD*

Teachers and REB, CPD focal persons were asked about the major challenges that hinder the effective implementation of CPD package. Accordingly, teacher respondents listed the following; Education Bureau did not give consistent training to the group, Lack of taking adequate training, Lack of adequate time, Stakeholders' lack of confidence in the program, Lack of educational materials and their absence of distributions on time, Lack of budget that enables the trainees/teachers to take adequate training for a long time, Lack of adequate experience, lack of giving adequate training to the school, absence of specific budget for CPD and absence of incentive package.

In addition, the researchers' personal observation of sample CRC schools and discussion with focal teachers witness that there is limited support and follow up from REB, the trainings given are not consistent and need based, the CRCs are with no resources to support other schools and even the CRC are with no function except their names.

Moreover, the Harari Educational Regional Bureau CPD focal person stated the following as the major challenges: absence of ownership of the programme at the different levels (MoE, REBs, and WEOs), lack of consistent support from REBs, absence of linkage between CPD practice and teachers' career structure, lack of any incentive mechanism, lack of commitment of principals and supervisors to do their own CPD, unwillingness of some of the school principals to allocate budget for training resulted from their school grant,

From the above discussions, we can understand that there are challenges that affect the implementation of CPD at all levels. The challenges identified by this study are more or less similar with those of MoE (2009), Amhara Regional State Education Bureau (2009) and Yewoinhareg (2013).

### *Perception of Stakeholders about the Status of CPD Implementation*

Respondents were asked whether they personally believe that CPD is being implemented as planned in their schools or not. Consequently, 98 (57%) of teachers responded that CPD is not being implemented as planned in their schools. (Refer to table 4 of the appendix). The reasons they mentioned include, teachers are not committed enough to put their CPD into practice in the classroom in the form of action research, curriculum review and evaluation, teachers are not conducting peer teaching and supervision, their practice of maintaining a professional portfolio is not consistently done and the like.

On the other hand, the REB CPD focal person responded that it is still difficult to say it is effective or not without formal research but he believed that there are many gaps and the effort of stakeholders' is getting weaker when compared to the previous years. Thus, with these facts, it is difficult to say CPD is being effectively implemented.

The result of this study is somewhat similar with MoE (2009) and Amhara Regional State Education Bureau in (2009) and Yewoinhareg (2013) except the findings of this study indicated that the major gaps are on the practical aspects of CPD.

Finally, respondents of the questionnaire and interviewees from CRCs and REBs were asked what is expected of the different stakeholders to implement CPD effectively. For effective implementation of teachers' CPD; teachers are expected to own their CPD, consistently implement their activities as per their plans, be committed to complete their portfolio honestly, principals should be models for their teachers in performing their own CPD, allocate budget to give updating trainings for teachers. Moreover, the teachers responded that the REB should allocate adequate budget for CPD, adopt good experiences from schools that have good teaching experiences and sharing to other schools, Consistent awareness training should be given to all teachers, supply CPD materials to the school timely, organize and give training to the cluster groups from time to time to- up-date their skills and awareness, monitoring and follow up of the program, create teachers' motivation package and organize collaborative work between schools.

Moreover, Harari Regional Education Bureau CPD focal person suggested the following; MoE should consider CPD as an independent unit so that it will have owners at all levels, provision of consistent training, follow up of teachers especially at the secondary school level, principals and supervisors should be committed to do their own CPD and then monitor their teachers, assigning CPD professionals at CRC level.

## **Conclusion and Recommendations**

### **Conclusion**

Based on the result of analyzed data obtained from teachers, School CPD focal persons, Regional Education Bureau CPD focal persons and Woreda Education Office TDP team, the following conclusions were drawn.

1. As per the MoE (2009) National CPD Framework, the MoE distributed the necessary documents to the REBs relatively on time except some complains about module three and four of Induction material and Mentor training module which was sent late as they replied. REBs prepared the necessary guidelines and national documents, translate into local languages and distributed to schools, they provided trainings for teachers, principals, supervisors and mentors especially in the first three starting years (2010-2012). In addition, there was no independent responsible body for CPD at all levels and regular monitoring and evaluation was absent. From these facts, we can say that CPD programme is not being implemented up to the expected level rather it was addressed irregularly.
2. When we see the success areas of schools in implementing their CPDs, the schools (primary) were able to conduct their yearly CPD needs and identify the priorities at the school and individually teachers' levels. The data witness that most of the teachers have got trainings about CPD and have got the necessary documents in the appropriate language. Most of the primary school teachers were planning and implemented their CPDs, sharing with their colleagues especially from 2010 to 2013. Besides, the regional

Education Bureaus assign at least a focal person to and try to follow up through formal reporting system. Thus, we can conclude that the schools together with REBs, did a lot in the first three years to put the CPD programme to the grassroots level

3. The major challenges and gaps identified in implementing teachers' CPD according to the data obtained through the questionnaires and interviews were; 1) resistance from secondary schools 2) lack of commitment of mentors to support teachers, 3) the effort of teachers in working on their CPD is not consistent, 4) unfunctionality of Cluster Resource Centers, 5) lack of commitment of supervisors and principals to do their own CPD and become models for their teachers, 6) lack of ownership of CPD to follow up regularly and assess its status and the like
4. The result indicates that teachers' CPD will be implemented effectively and contributes to quality education if CPD has ownership at the different levels of the education system, if CRCs are organized and become center of community of practice, REBs perform consistent follow up and evaluation, supervisors and principals do their own CPD, REBs conduct continuous professional discussion with secondary schools so that CPD will be practiced with professional convention , REBs, CRCs and schools be sure that they assign adequate budget for staff training.

### **Recommendations**

Based on the findings, the researchers made the following recommendations:

1. To implement teachers' CPD as per MoE guideline, there should be ownership at the different level of the Education system (MoE, REB, ZED and WEOs) so that it will have its own plan, budget and monitoring and evaluation systems. Thus MoE should reconsider the structural issue of CPD.
2. The REB should build the capacity of CRCs by assigning trained professional and let them plan activities related to teachers CPD so that they will serve as really as resource centers for the schools. If the CRCs are organized very well, they will provide professional and material supports for the other schools, they will serve as center for sharing good practices and promote the teachers community of practices.
3. Supervisors and principals shall be models to their teachers so that it will be easy for them to monitor their teachers. Otherwise, teachers may assume that CPD is a burden lied on them rather than a professional improvement opportunity.
4. Teachers' particularly secondary school teachers should be loyal to their professions and be models in solving their classroom and other instructional problems through action researches.

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## Appendices

Table 4: Response of teachers on CPD implementation

Item	Responses	Frequency	Percent
Have your school conducted needs analysis and review of the CPD?	Yes	143	83.1
	No	29	16.9
	Total	172	100
If your answer for item number 1 is yes, what were your responsibilities as an individual teacher?	I met with mentor	30	20.97
	I made self reflection	27	18.88
	I was preparing for new responsibility	17	11.89
	I engaged in all of the above	68	47.55
	I engaged in none of the above	1	0.67
	Total	143	100
Did your school identify the priorities of the year?	Yes	143	83.1
	No	29	16.9
	Total	172	100
If you answer for item 3 is yes, have you agreed on your school priorities of the year? At school level, did you have meetings, reviewing of previous and introduction of new initiatives of CPD?	Yes	138	80.2
	No	34	19.8
	Total	172	100
	once only	16	11.5
	only two	33	23.74
	Three	23	16.55
If your answer for item number 5 is yes, how many times?	more than three	67	48.2
	Total	139	100
	all teachers of the school	53	30.8
	some selected teachers	12	6.98
	supervisors	1	0.58
	department heads	6	3.49
What were the sources of data for school CPD needs analysis? (you can choose more than one )	students	1	0.58
	all mentioned	33	19.2
	Total	172	100
What tools of data gathering were used in school CPD needs analysis?	Questionnaire	58	33.7
	Interview	12	6.98
	FGD	81	47.1
	Total	165	95.9
	Yes	67	39
Do you believe that CPD needs analysis procedure was appropriate and effective in participating all stakeholders?	No	105	61
	Total	172	100

	Yes	54	31.4
Is there a reduction of load for you because of CPD works?	No	118	68.6
	Total	172	100
Do you think you have enough time to work on your CPD besides your regular teaching task?	Yes	79	45.9
	No	93	54.1
	Total	172	100
Are there senior teachers in your school who can play coaching/mentoring role?	Yes	127	73.8
	No	45	26.2
	Total	172	100
	Always	18	10.5
	Most of the time	30	17.4
How frequently do the teachers assigned as mentors support their mentees?	Sometimes	105	61
	Never	19	11
	Total	172	100
	Always	20	11.6
How frequently do your school principals identify and empower the expert teacher (mentors)?	Most of the time	28	16.3
	Sometimes	96	55.8
	Never	28	16.3
How frequently do your school principals identify and empower the expert teacher (mentors)?	Total	172	100
	Yes	129	75
Have you taken trainings on the what, why and how of CPD program?	No	43	25
	Total	172	100
	Moe	6	4.65
	Reb	40	31
	Crc	15	11.6
	School	54	41.9
	All	14	10.9
If your answer for item 15 is yes, who gave you the training/s? (you can choose more than one)	Total	129	100
	High	19	14.7
If your answer for item 15 is yes, how much appropriate and adequate enough was the training?	Moderate	79	61.2
	low	31	24
	Total	129	100
	Yes	71	41.3
Do the clusters centre coordinators/supervisors or Regional Education Bureau (REB) experts are supporting you in working on CPD?	No	85	49.4
	Total	156	90.7
	Missing system	16	9.3
	Total	172	100
	Yes	88	51.2
Have you got the CPD materials (national, regional or school based) in time?	No	26	15.1
	Total	114	66.3
	Missing system	58	33.7
	Total	172	100
Have you got any resources that can serve you	Yes	57	33.1



as a bench mark/ best practices for your CPD from your school, CPD cluster centre or REB?	No	89	51.7
	Total	146	84.9
	Missing system	26	15.1
	Total	172	100
Do you personally believe that CPD is being implemented as planned in your school? If yes, how? If no, why?	Yes	74	43.0
	No	98	57.0
	Total	172	100.0
	Yes	126	73.3
Do you have additional responsibility beyond teaching?	No	46	26.7
	Total	172	100.0

Table 5: Stakeholders practice on teachers' CPD

No.	Statements	Responses						
		1	2	3	4	5	Total	Mean
I. Statement about teachers' practice		1	2	3	4	5	Total	Mean
1.	I am convinced and engaged in my CPD throughout my career.	6	7	45	79	35	172	3.8
2.	I have identified my personal CPD needs in line with my school's annual CPD plan.	4	13	40	82	33	172	3.7
3.	I have identified my personal CPD needs in collaboration with mentors/supervisors/senior colleagues.	4	18	40	85	25	172	3.6
4.	I usually work collaboratively with my colleagues to improve learning and teaching.	1	9	29	85	48	172	4
5.	I am putting CPD into practice in the classroom.	6	10	39	80	37	172	3.8
6.	I am committed in supporting the CPD needs of my school.	3	9	38	80	42	172	3.9
7.	I am maintaining a professional portfolio and recording all my CPD activities.	6	14	58	60	32	170	3.6
Teacher's Grand mean								3.8
II. Statements about principals' practice		1	2	3	4	5	Total	Mean
1.	My principal created a CPD management strategy within the school.	5	12	46	75	34	172	3.7
2.	My principal is ensuring effective CPD needs analysis process every year.	4	17	51	74	26	172	3.6
3.	My principal together with colleagues identified issues for consideration as CPD priorities.	4	18	40	80	30	172	3.7
4.	My principal is ensuring that each department produces an annual CPD plan and manages the budget.	6	21	42	71	32	172	3.6
5.	My principal is monitoring the effectiveness of the changes to teaching and learning.	2	13	42	74	41	172	3.8
6.	My principal is monitoring and assessing the content of individual professional portfolios and giving constructive feedback.	3	18	51	67	33	172	3.6
7.	My principal is collaborating with REB professionals to ensure that the national CPD priorities are addressed in school CPD plan	3	22	53	66	28	172	3.5
8.	My principal is participating in regional and national CPD activities which ensure that their knowledge and experiences are up-to- date.	7	23	56	60	26	172	3.4
Principals' Grand Mean								3.6
III. Statement about Cluster Resource Centers' practice		1	2	3	4	5	Total	Mean
9.	Our cluster centre established and supports the cluster committee.	11	99	36	19	7	172	2.5
10	Our cluster manages and coordinates CPD activities in the cluster centre effectively.	12	97	37	17	9	172	2.5
11	Our cluster collects and shares individual school CPD plans regularly.	5	156	9	2	0	172	2

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12	Our cluster supports teachers' professional portfolio development.	5	155	11	1	0	172	2
13	Our cluster provides opportunities for collaboration and sharing of good practices within the cluster.	5	154	11	2	0	172	2.1
14	Our cluster makes available resources for cluster schools to use in classrooms.	5	156	11	0	0	172	2
15	Our cluster provides trainings for teachers as appropriate.	6	155	11	0	0	172	2
16	Our cluster support s the delivery of the induction program for newly deployed teachers.	5	156	11	0	0	172	2
17	Our cluster supports inclusive education.	6	154	11	1	0	172	2
18	Cluster Resource Centers' Grand mean							2.1
IV. Statement about the practice of REB								
1.	The REB analysed and identified regional priorities, produced materials and delivered training to implement them.	13	25	49	66	19	172	3.3
2.	The REB shares information with all stakeholders.	15	24	61	58	14	172	3.2
3.	The REB annually produces and circulates regional CPD plans.	17	26	69	44	16	172	3.1
4.	The REB allocates resources needed to implement the regional CPD programme.	17	24	61	50	20	172	3.2
5.	The REB ensures that CPD materials are written in the language that teachers will understand best.	13	24	46	60	29	172	3.4
6.	The REB monitors and evaluates the CPD programme regionally and produces annual report.	21	26	52	55	18	172	3.1
7.	The REB is raising awareness of and promoting inclusive education throughout the region through CPD.	16	28	52	57	19	172	3.2
	REB Grand mean							3.2

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1=strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5=Strongly Agree