

**Proposal for the Development of a Master's Degree
For
Primary School Principals**

**Bahir Dar University
In cooperation with
The University of Illinois at Chicago**

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Part 1: *Contact Details*

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Part 2: *Statement of Objectives:*

This proposal calls for a partnership among Bahir Dar University and the University of Illinois at Chicago to develop an exemplary Master's degree program for School Directors at Bahir Dar University.

The school, where teachers work together on a daily basis and share their professional experiences, is the obvious place for the most effective staff development processes to take place. Here these can be managed at very little cost and very little inconvenience. This must however be relevant, well-managed and practical, part of a systematic and well coordinated School Improvement process. The School Director, senior Management Team and School Government Committee all have clear responsibility for the management of the staff of their school in order that- all students the school receive the very highest quality educational experiences.

The current situation in Ethiopia indicates that schools in addition to shortage of teachers, lack quality leadership and management. Schools are being run by subject specialists selected from among the teachers rather than by professionally trained educational managers. Thus at present,

1. Schools are not managed effectively and efficiently.
2. Most educational managers, supervisors and school principals who are assigned at the position do not have any training in the area of school management and leadership. And

as a result of this, many are not found competent in providing the necessary managerial leadership, and supervision support to teachers, school personnel and students.

It is now recognized that the role of quality leadership and effective supervision is crucial for the provision of quality education in schools. In accordance with the current organizational and administrative reforms, school principals and supervisors have been charged with responsibility and authority in a new form that would make them effective (MOE, 2003a). One of the reasons for change in the teacher education curriculum as indicated in the Teacher Education System Overhaul (TESO) document is failures in school management and administration and proper implementation of the career structure (MOE, 2003b). Thus, the primary objective is to prepare a cadre of Master's degree holders who can organize, implement and direct teacher preparation programs throughout Ethiopia.

Objective One: A Cadre of Degreed Directors of Teacher Education Programs

Leaders of teacher training programs have an especially influential role in determining the quality, relevance and effectiveness of the nation's Primary and Basic Education efforts. They have opportunity and responsibility to (1) select teacher candidates, (2) plan the curriculum of studies and practical experiences for candidates, (3) obtain and deploy appropriate curricular materials and supportive technology, (4) include effective and appropriate assessments of candidate progress, (5) select teacher education faculty members who model excellent practice while covering required content knowledge, (6) provide placement services to help graduates find appropriate employment, and (7) use motivational and student services techniques to help teacher candidates begin their careers at a high level of effectiveness and continue to learn about both subject matter knowledge and state-of-the-art pedagogical techniques throughout their careers.

Objective Two: Material support for Teacher Education

In order to perform these crucially important tasks, Teacher Education Program Directors require thorough and up-to-date knowledge of best practices in Primary and Basic Education. It is the objective of this proposed program to provide this knowledge to a cadre of graduate students at the Master's degree level at Bahir Dar University. Provision of curriculum materials such as online books, journals on Primary Education is the second objective of the proposal.

As the first-ever Masters Degree in Primary Education in Ethiopia, the implementation of this proposal will lead to improved performance at Bahir Dar University by supporting this institution's goals of expanding graduate program options. It will provide an exemplary, first-of-its-kind degree program that can be disseminated as a model for the creation of similar programs elsewhere in the country.

The production of media instructional modules in coordination with the requirements of a graduate-level academic program will enhance the ability of Bahir Dar University to provide services, based in technology-assisted instruction, to a broad national audience.

The establishment of a cadre of Bahir Dar-trained Teacher Education Program Directors will give this University an on-going alumni network of influential educators who can serve in advisory and review capacities to link University educator preparation programs to the current realities and opportunities of Primary and Basic Education practices on a nation-wide basis.

There will be a globalization effect upon Bahir Dar University as its faculty interacts, in program planning, curriculum development, and implementation, with educators from other nations. This interaction can occur in the on-campus program work as well as in study visits to American and other institutions selected as exemplars of effectiveness in teacher education.

Bahir Dar University is extremely limited in partnership opportunities with foreign universities. This program will enhance a partnership with the University of Illinois at Chicago (UIC) and Bahir Dar

University. The knowledge and skills of the academic staff can be upgraded through co-teaching with experience staff from UIC.

Because this proposal combines both graduate and undergraduate programs, the specific goals related to the Development Innovation Fund (DIF) at each level will be addressed below:

Undergraduate Program Goals

Goal 2.2.1.1 Improving the knowledge, skills development, evaluation and revision of content of curricula of undergraduate programs to reflect changes in disciplinary knowledge, technology advances and the evolving requirements of the labor market.

This program will be sensitive to the changes in disciplinary knowledge, technology advances and evolving requirements of the labor market. Disciplinary knowledge in teacher education has come to emphasize a “constructivist” approach (Vigotsky, date) to student learning. This means that students are to be given opportunities to construct meaning through activities (learning-by-doing). “Scaffolding” is used to give students needed facts, concepts, skills and relationships that they may then apply in their construction of meaning.

In the activities of this proposal, teacher provision of factual and conceptual information is to be coordinated with student skill-building activities. These will occur at both the graduate level of leadership preparation and at the undergraduate level of teacher preparation. Summarizing and reflective activities (Dewey, 1938) are the used for students to bring learning already gained through activity to the level of insights and decision rules to be used in future life and learning.

There will be a systematic scope and sequence of learner activities (needs assessments, curricula creation, staffing plans, strategic planning, resource use simulations, policy-recommendation essays, creation of radio and print examples of policies and strategies recommended). Instructor inputs will be used to elevate activity-based learning to conceptual principles and educational leadership rubrics.

Recent technology advances in teacher education include the use of video-taped elementary school classroom sessions for sophisticated analysis of instructional and learning strategies. Internet searches for pertinent information and the use of instructional software for individually-focused tutorial learning and/or group simulations will also be used. The leaders of teacher education enrolled in this program will become familiar with these technological strategies and will plan to fund and include them (when feasible) as effective instructional resources in their own centers.

The evolving requirements of the labor market will be an important part of the background social and economic context of school, as covered in this program. Studies of student knowledge, skill and attitudes needed for productive employment (US Department of Labor, 1986) imply that worker productivity is enhanced by abilities related to teamwork, technology, knowledge of global trends and circumstances in other countries, workforce diversity and life-long learning. Curricular opportunities to enhance such abilities will be included in both the Master’s Degree leadership program and the print teacher preparation program aspects of this proposal.

Goal 2.2.1.2 Increasing the awareness and competence of academic and technical staff in the light of (1) rapidly change approaches to how effective and efficient learning takes place, (2) institutional priorities, and (3) evolving national development and human resource needs.

This proposal will require academic and technical staff to prepare instructional programs that emphasize student learning through student activities and projects. An important outcome is the media-based teacher education program that will be available for use by program graduates and others as they direct Primary and Basic Education teacher preparation programs.

This type of Master’s Degree program is in line with Bahir Dar University’s strategic priorities of expanding its graduate degree programs in Education and doing so in a cost-efficient way. The long-term effect of this program will be to increase the number of qualified University entrants whose

prior education has made them well-prepared to benefit from University education and then to make important contributions to fulfilling national development and human resource needs.

Goal 2.2.1.3 Enhancing the learning environment (e.g. up-to-date books and journals, and better access to course and career relevant information through more appropriate technology)

Purchase of current books, subscriptions to periodicals and provision of educational software programs needed by teacher candidates and Directors of teacher education programs are included in the budget section of this proposal. These purchases and subscriptions will be coordinated with the Acquisitions Officer of the Bahir Dar University Library in order to supplement and extend the present collection.

In addition, donations of new and recent books and educational journals will be sought from individuals and publishers in the USA. An organized book drive will be carried out at the University of Illinois at Chicago. We will work collaboratively with nonprofit organizations in the USA, including Ethiopian North American Health Professionals (ENAHPA), a nonprofit organization in Detroit, Michigan, to ship the books and journals. In a previous project, ENAHPA shipped approximately 750 books and sets of journals valued at over \$46,000 to Addis Ababa University.

Career-relevant information about the availability, locations and eligibility requirements for teaching positions will be provided as part of the formal needs assessment described in the Proposed Activities section, below.

Graduate Program Goals

Goal 2.2.2.1 Improving the knowledge, skills development, evaluation and revision of content of curricula of graduate programs to reflect the changes in disciplinary knowledge, technology advances, and the evolving requirements of the labor market

A graduate program to enhance the program management skills and knowledge of Directors of teacher education programs is a pertinent and significant addition to the graduate-level curricula currently available. The production of print teacher education modules by the graduate students in this program gives these student practical and high-visibility experience in using technology to support Primary and Basic Education.

A needs assessment will be performed in the early stages of this program to ensure that there is a clear and direct focus on the evolving requirements of the labor market. Data-gathering for the needs assessment will include document reviews (including the World Bank Sector Study, the Ethiopia Poverty Reduction Strategy statement, statistical reports by the UNESCO Statistical Information Service, and Ministry of Education proclamations and reports) structured interviews with key educational policy makers, and focus groups held with University faculty, school administrators, practicing teachers and HIV-AIDS prevention workers.

There will be a Program Advisory Board composed of representatives of these groups. Quarterly written reports and meetings of the Board are planned to give constituents opportunity to observe progress and provide on-going policy recommendations.

Goal 2.2.2.2 Increasing the capacity of institutions to ensure academic quality and relevance in selected graduate programs of strategic importance to the development of the nation.

This program will provide opportunity for increasing the capacity of Bahir Dar University to ensure academic quality and relevance. This will occur as faculty and administrators plan and evaluate the program in coordination with experts from American universities.

The needs assessment is designed to equip program planners, implementers and evaluators from the cooperating universities to ensure the direct relevance of teacher education to the development of the nation. This will occur through enhanced managerial capacity in teacher education programs, through an effective and easily access media-based teacher education program, and through the

inclusion of disease prevention and gender equity as curricular topics in Primary and Basic Education.

Goal 2.2.2.3 Expanding the number of academic staff who possess graduate degree qualifications in disciplinary areas of strategic importance for national development.

Graduates of this program will be placed as Directors of teacher education programs. Some of these positions will be in university settings. Even those Directors who work in centers provided by non-governmental organizations can be expected, through time, to be available for recruitment into university faculty positions as educated and experienced practitioners of teacher education.

Teacher education for Primary and Basic Education is a disciplinary area of great strategic importance for national development.

Goal 2.2.2.4 Strengthening the research components of postgraduate programs for knowledge creation and application.

This program does not include basic research efforts. Rather, it seeks to apply what is already known about teaching and learning. Thus, it can add to our knowledge of effective practice by documenting the outcomes of research knowledge and our knowledge of appropriate application and implementation strategies.

A form of applied research will be included in this program as reports of the use and effects of the Primary and Basic Education programs are included in a Dissemination Manual to assist educators in becoming aware of this program's outcomes.

Objective 2.2.2.5 Integrating the use of information and communication technology into the design and implementation of teaching, learning and research activities.

This proposal uses information and communication technology in both instructional aspects and Master's student learning activities aspects of this program. A project web page will be developed for the Masters degree program for School Directors at Bahir Dar University. The site will include project information, application materials, curriculum overview, research activities, resource material and so on for faculty and student use. The web page and DVD documentary will highlight the educational innovation and its implementation.

Part 3: Description of Activities:

Activity 1

Description: **Needs Assessment**

Purpose: To assess current need for master's program for primary school directors at Bahir Dar University. This will include developing community linkages with local and regional school principals, local officials, and other stakeholders.

Intended Outcome: Obtain information regarding need for MA program at Bahir Dar University. Begin process of identifying stakeholders for community advisory group. Identify strengths of local and regional education system and linkages to larger educational initiatives in Ethiopia.

Activity 2

Description: **Planning and Coordination Visit**

Purpose: The UIC faculty team will travel to Bahir Dar University for a series of planning meetings with Dean Mulugeta Kibret, university officials and key faculty. A core planning group will be convened to set the stage for work. Timeline and tasks will be discussed, and a detailed work-plan developed. Conceptualization of curriculum components, and interactive course development process will be discussed.

Intended Outcome: Planning, coordination of activities, Memorandum of Agreement signed by Bahir Dar University and the University of Illinois at Chicago.

Activity 3

Description: **Curriculum Writing**

A curriculum that considers the current needs of the country shall be written. A team of visiting professionals from the University of Illinois at Chicago will participate in curriculum development. A complete curriculum including the course descriptions, objectives, course breakdowns, including the mode of delivery shall be developed.

Purpose: The purpose of this activity is to develop a standardized curriculum that is relevant to the Ethiopian situation, need based and provide solutions to the problems in Ethiopian schools.

Intended Outcome:

Intended Outcome: Curriculum developed.

Activity 4

Description: **Curriculum Evaluation Workshop**

The curriculum developed shall be evaluated through a workshop involving stakeholders. It shall be evaluated in terms of its relevance quality and content, including review by faculty at Bahir Dar University, review by primary school administrators, and review by external reviewers.

Purpose: The purpose of the workshop can be (i) to generate awareness among the different stakeholders on the program, (ii) receive feedback and incorporate it into the curriculum before it is finalized.

Intended Outcome: Evaluation report on curriculum development.

Activity 5:

Description: **Material acquisition**

The process of acquisition of books, journals, and other types of educational materials shall constitute one of the activities of the project. To this end, the University of Illinois at

Chicago will sponsor a book drive for primary teaching materials, books and educational journals. Online materials will be featured for teacher training.

Purpose: To procure materials for a Resource Room (small library) of books on educational administration and primary education.

Intended Outcome: Materials obtained and sent to Ethiopia.

Activity 6:

Description: **Student Recruitment and Selection**

Once the curriculum is designed, evaluated and approved and the necessary materials are acquired, the next step shall be recruitment of students. The following steps can be considered as components of this activity: Advertisement, selection, placement of candidates. A large proportion (targeting 25%--50%) of the recruits shall be females. This activity will include outreach via newspapers, email, and flyers. A special application form and process will be developed for the admissions process. UIC and BDU will team up to review applications and entrance exams.

Purpose: The purpose recruitment and selection is to admit appropriate candidates to the program.

Intended Outcome: Admissions process completed. Students selected. Registration for classes is completed.

Activity 7:

Description: **Courses Offered at Bahir Dar University**

Purpose: This activity is the core activity of the project. It is aimed at course delivery to students. UIC faculty will provide a “train-the-trainers” approach (co-teaching and teaching) selected courses in the Master’s Degree program for Primary School Directors.

Intended Outcome: Classes begin at BDU. UIC faculty provide assistance and co-teach course modules.

Activity 8:

Description: **Reporting and Planning for Sustainability**

This activity shall be carried out towards the last phase of the project. The progress of the project shall be reported at during the different phases of the project. Finally, a sustainability plan shall be developed.

Purpose: To ensure the continuity of the project

Intended Outcome: Sustainability plan developed. New grant proposals written.

Activity 9:

Description: **Program Evaluation**

The program shall be evaluated in its formative, middle and final phases. This will ensure the ability to correct problems, improve and re-plan the project based on its progress.

Purpose: To assess the status of the program and plan for the next phases based on the lessons learned in the process.

Intended Outcome: Final program evaluation report is completed for wide distribution.

Documentation includes a documentary on the development and implementation of the new MA for Primary School Directors at Bahir Dar University.

Part 4: *Statement of Credentials of Project Participants:*

Please provide below a brief description of the academic credentials, professional experience, relevant publications, and current positions and responsibilities of academic staff to be involved in the project. (CVs to be attached)

Name	Academic Credentials	Professional Experience	Current Position	Relevant Publications
Mulugeta Kibret	B.Sc. M.Sc., Ph.D	18 years experience as an assistant lecturer, a senior lecturer, an Assistant professor and Associate Professor, 4 years management experience as a department head and Dean.	Dean of Education Faculty, Bahir Dar University	8 Publications and Presentations
Yalew Endawoke	B.A, M.Ed and Ph.D	Assistant Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, Research and Publications Officer, currently Academic and Research Vice President	Academic and Research Vice President Academic and Research Vice President	
Ward W. Weldon	B.S., MA, MBA, PhD	Lecturer, Assistant Professor, Associate Professor, 36 years experience in program development, school evaluation, pre-service school administration preparation, international educational consulting, selected for Excellence in Teaching Award, College of Education.	Associate Professor, College of Education, University of Illinois at Chicago	36 relevant journal and book chapter publications. 15 relevant conference presentations, workshops, and seminars. Curriculum development work and technical assistance in Cook Islands, New Zealand, and Russia.
Alice K. Johnson Butterfield	B.A., MSW, Ph.D	Assistant Professor, Associate Professor, Professor, 15 years experience in program development, research, and international curriculum development. PI on project with Addis Ababa University to establish Ethiopia's first-ever master's degree in social work (2003-2005) http://www.aboutsweep.org	Professor, Jane Addams College of Social Work, University of Illinois at Chicago	16 relevant journal and book chapter publications. 24 relevant presentations, workshops, and seminars. Curriculum development in Romania. Developed new master's program in social work at Addis Ababa University, 2002-2005. Visiting professor at AAU in Fall 2004.
Tilahun Gidey	B.Ed., M.Ed		Head, Department of Pedagogical Sciences	